DOCUMENT RESUME

ED 232 388 EC 152 686

AUTHOR	Bradley, Judy; Hegarty, Seamus
TITLE	Stretching the System: FE and Related Responses to Students with Special Needs. A Special Needs Document.
INSTITUTION	National Foundation for Educational Research in England and Wales, London.
SPONS AGENCY	Further Education Curriculum Review and Development Unit, London (England).
REPORT NO	ISBN-0-85522-113-5
PUB DATE	Dec 82
NOTE	97p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Programs; Continuing Education; *Disabilities, Elementary Secondary Education; Foreign Countries; Inservice Education; *Mainstreaming; Mental Retardation; Physical Disabilities; Postsecondary Education; *Rehabilitation Centers; *Special Classes; Special Schools; *Transitional Programs; Vocational Education; Work Experience
IDENTIFIERS	*England

ABSTRACT

The ways in which further education (FE) and related sectors in England can assist young people with special needs are discussed. After a brief introduction in Chapter 1, Chapter 2 considers school-based provision. College-based provision, which is considered in Chapter 3, consists of six modes: adjusted mainstream provision, link courses, bridging courses, special courses, special units, and outreach provision. In Chapter 4, attention is directed to the specialist colleges that serve young people with special needs. The largest sector within this provision caters to the physically handicapped, although other disabled people are served. It is noted that specialist colleges tend to favor segregated provision, since the severely handicapped are largely the group served; however, a small number of these colleges enable students to attend a local college of FE on a day release basis. Chapter 5 describes the Youth Opportunities Programme (YOP), which provides experiences such as work preparation and work experience. In Chapter 6, provision outside college in adult training centres for the mentally handicapped and in day centres for the physically handicapped is examined. Finally, Chapter 7 considers the role of continuing education in meeting the needs of special adults. The content and organization of current and possible future staff development and implications/issues are covered in Chapters 8 and 9. Examples of curricular offerings at the school- and college-based levels and through the YOP are appended. A list of 58 references and a glossary of acronyms/abbreviations are also included. (SEW)

Further Education Curriculum Review and Development Unit

A Special Needs Document

Stretching the system

FE and related responses to students with special needs

Judy Bradley and
Seamus Hegarty

Report of a project commissioned by FEU
from **The National Foundation for Educational Research**

FEU 5 26 86

ISBN 0 85522 113 5

December 1982

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

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Chief Education Officers
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Dear Sir/Madam

STRETCHING THE SYSTEM

I enclose a copy of the above report, carried out on our behalf by Judy Bradley and Seamus Hegarty of the NFER. It provides an overview of the different ways in which FE provides for groups of students with special needs. This follows up one of the recommendations of an earlier report* that the various organisational and curricular modes of provision for these students required investigation.

One inescapable conclusion of the document is that the quality of provision is extremely variable; fundamental curricular elements are often given insufficient attention and curriculum development that does exist is more often than not carried out in isolation**.

The document identifies six modes of provision and comments on each. It notes that whilst there has been a growth in the number of special courses offered by FE, there are few colleges offering a comprehensive provision across the whole range of special needs. There is nevertheless an encouraging expansion of "outreach" provision.

The document generally concludes that there is an undesirable degree of diversity of provision in this area, attributable to its low status and the ad hoc way in which it has developed. At college, LEA, RAC and national levels, more needs to be done in terms of co-ordination and in the collection/dissemination of information.

In curriculum and staff development also, the report shows there is much to do and the FEU hopes to increase its work in this area.

In the light of the 1981 Education Act and its requirement for LEAs to take particular account of the need for special educational provision, this document should prove valuable and timely.

Yours faithfully

Jack Mansell

JACK MANSELL
Director

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* Students with Special Needs in FE - a review of research relating to young people in the 14-19 age range with special educational needs. FEU October 1981

** See also NUT Survey of Educational Provision for 16-19s with Special Needs. May 1982

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1 reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2 determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

3 carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and

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ACKNOWLEDGEMENTS

We should like to express our gratitude to all those who provided us with help and advice during the course of this study. Particular thanks are due to the staff of the RACs and colleges who gave up their time to provide us with detailed accounts of current local initiatives.

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Chapter 1
Introduction

This document provides an account of the ways in which the further education sector and related forms of provision can assist young people with special needs. The work was carried out at the National Foundation for Educational Research (NFER) under a commission from the Further Education Curriculum Review and Development Unit (FEU).

As a preliminary step to commissioning research projects relating to students with special needs in FE, FEU had earlier contracted NFER to carry out a critical review of current and completed research relating to young people within this group. This review has been published as Progress Report 12 *Students with special needs in FE* (Bradley and Hegarty, 1981). Among the conclusions of the review was a recommendation that there should be an initial study to provide an overview of the current variety of FE provision for different groups of students with special needs and to examine the rationale for the diversity of approaches identified.

Thus the aim of the study reported here was to examine and document the ways in which the further education sector seeks to meet the needs of these students. They range from specialist colleges providing only for young people with special needs, through special units or departments in mainstream colleges, to arrangements whereby colleges adapt or extend their mainstream provision to make it accessible to a more diverse intake. They include schemes funded by the Manpower Services Commission as well as those funded by local education authorities.

Until the mid-1970s there was little provision in mainstream colleges of further education for young people with special needs. With few exceptions students who were admitted had to be able bodied and to have reached a minimum educational standard. In more recent years it has become increasingly acknowledged that the further education sector has a crucial role to play in assisting these young people to make the most successful transition possible from school to adult life. Many of them are unlikely to have reached their learning ceiling by the time they leave school (Gunzburg, 1974) and, if indeed as the Warnock Report commented education is "a good, and a specifically human good, to which all human beings are entitled", then they have every right to turn to the colleges for courses which meet their needs. The further education sector has a long history of providing for a very wide variety of educational demands and adapting its provision to meet numerous societal and economic changes. It is therefore well qualified to provide the range of opportunities which will allow young people with special needs to reach their potential in society.

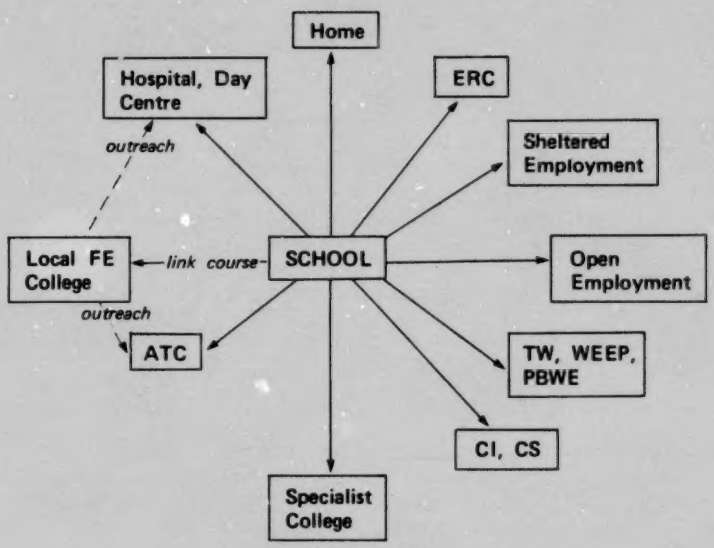
There is no doubt that attitudes towards the provision for students with special needs are changing, though it must be concluded from recent surveys in the area (NATFHE, 1978; Panckhurst, 1980; NUT, 1982) that effective provision is still far too sporadic and may depend more on accident of location than on any other single factor. It has tended to develop on an ad hoc basis, individual college programmes often owing their existence to the personal commitment and initiative of key members of staff, or to particular specialist careers officers, advisory officers or parent groups. While certain provisions may be regarded as part of a co-ordinated local authority policy for the handicapped, provision in the further education sector as a whole is a long way from the coherent regional and national plan advocated by the Warnock Report.

The present investigation began with obtaining up-to-date information from HMI, the National Bureau for Handicapped Students, NATFHE and other national bodies on recent developments within their own areas of interest. A number of the Regional Advisory Councils had produced handbooks summarising the courses and facilities within the colleges in their respective localities. These were made available to us together with additional supporting material on other matters of relevance to the research, such as membership and terms of reference of special needs working parties, provision for teacher education and training, and plans for the future. Other RACs, who had not collected this information in such a systematic form, were approached with requests for similar materials. In two instances this necessitated the RACs making approaches to all the colleges in their regions so that they, as well as providing us with the required information, were able to update their own records. At this stage a review was also carried out of published sources relating to particular types of special educational provision.

Following this initial phase of data collection, individual colleges which had emerged as undertaking interesting work in the area of special needs were approached with requests for more detailed accounts of their current initiatives and future plans. Where necessary, follow-up visits were made to a small number of these colleges. Thus data available at the national and

regional levels were supplemented by detailed information on individual provisions. Some of these are incorporated in the body of the report in order to provide the reader with concrete examples of the various models of provision that are discussed. The term "model" is used throughout this report to refer to the different organisational frameworks adopted by colleges in organising their provision in this area. It is not meant to imply that particular provisions cited here are to be regarded as exemplary or ideal or that they are in any way unique; rather, they are presented here as representative of current approaches to the education of young people with special needs. Figure 1 offers an overall view of the range of opportunities currently available to school leavers with special needs and gives an indication of the areas to be covered in later sections of this report.

Figure 1 **MAIN OPPORTUNITIES FOR SCHOOL LEAVERS WITH SPECIAL NEEDS**



Note: The figure provides an indication of the main types of provision for school leavers with special needs. In addition, individuals at home, in employment, or taking part in YOP schemes may attend college on a part-time basis or may take advantage of the variety of adult education opportunities available in the colleges as well as in adult education centres.

The report begins with a consideration of school based provision since it must be recognised that preparation for adult life begins before the end of compulsory schooling. Ideally any initiatives taken in the final years of school should provide the foundation for a co-ordinated programme of educational, vocational and social development to be followed up into further education and employment or unemployment. Within the FE sector itself specific consideration is given to six models of provision: adjusted mainstream provision; link courses; bridging courses; special courses; special units; and outreach provision. The contribution being made by the specialist colleges is discussed in a further chapter.

The Youth Opportunities Programme funded by the Manpower Services Commission has often proved to be an important resource for young people with special needs, and one where the further education sector has a major role to play. The various types of opportunity offered within the YOP work preparation and work experience schemes are described in Chapter 5. In subsequent chapters attention is paid to the opportunities for continued education and training that are available to young people in adult training centres, day centres and other local authority provisions and to those for whom attendance at college is not a realistic possibility.

All of the provisions outlined above depend on the availability of staff trained and experienced in meeting all kinds of special needs. Particular consideration is therefore given to the content and organisation of existing and possible future staff development schemes for lecturers and others working in this area. A final summary chapter discusses the issues and implications that have arisen from the report in relation to the content and organisation of existing FE provision for young people with special needs. It is hoped that the overview presented here will provide a framework for more detailed evaluations to be made of the organisation and effectiveness of the variety of schemes currently in operation.

Chapter 2
School Based Provision

The main focus of this report is on the further education sector and how it can adapt itself to cater for a wider range of students with special needs. A significant number of young people stay on at school after the age of sixteen however, and any account of provision for the 16–19 age group must take note of what goes on in schools. In any case, preparation for adult life needs to begin before the end of compulsory schooling. This chapter then is devoted to school based provision and the ways in which both special and mainstream schools can prepare young people for the transition to adult life.

It must be appreciated that young people leave school at different ages and for a variety of destinations. At the age of sixteen there is the possibility of remaining at the same school for up to three years more, transferring to another school with sixth form provision, enrolling in a sixth form college, attending a college of further education on a full- or part-time basis, going to an adult training centre or related provision, entering employment with or without training, or becoming unemployed. This array of possibilities means that the requisite preparation in schools takes many forms.

Two recent studies from the National Foundation for Educational Research provide some illustrative material here, covering mainstream and special schools respectively. The first was a major study of integration programmes that covered preparation for adult life in the case of secondary age pupils (Hegarty and Pocklington, 1981; Hegarty and Pocklington, 1982). The second was a briefer study of recent curriculum development in special education carried out in conjunction with the Schools Council (Hegarty et al., in press). This concentrated on work in special schools.

The first of these studies found that in the case of pupils with special needs attending mainstream schools preparation for adult life was accorded high priority. It took many forms but was not generally made on an integrated basis. Main school resources were utilised, but the common view was that these pupils' needs were too specific and distinct from their peers in the mainstream and were best met separately. In some locations this took the shape of formal leavers' courses while in others the aim was to have an informal orientation toward adult life throughout the curriculum in the later years of schooling. The content of this preparation had two broad strands: one related to the world of work and post-school education, and one dealing with adult living in a more general way. Preparation for work was provided through careers education and guidance and through work experience. The latter proved difficult to set up in some instances but was found to be extremely valuable when it did take place. The more general preparation for adult living encompassed a wide range of personal and domestic skills, dealing with society's institutions and the use of leisure time.

Formal courses were designated as leavers' courses or styled in various other ways: "design for living"; "design for modern living"; "education for personal relationships". Though different in scope and content, they shared broadly common aims of bridging the gap between school and the outside world and helping young people to become responsible adults. The programmes were seen as a mental preparation for leaving with an emphasis on equipping pupils with skills that would enable them to cope with varied situations when they left school.

Pupils with special needs sometimes followed such courses along with other pupils, possibly being given supplementary work. Where joint participation was not deemed possible, they could still benefit from the resources that were to hand on account of the main school provision. Thus, they might use film-strips or other resource materials acquired by the main school, while their teachers benefitted from the experience of their mainstream colleagues. There were drawbacks of course. Pupils did not always receive the supplementary help they needed, either because nobody was equipped to provide it or because their needs were not recognised. Sometimes there was insufficient communication between the special department catering for these pupils and the main school; if each assumed that the pupils' needs in this area were being met by the other, it is possible that they would be met by neither.

Two examples of leavers' courses for pupils with special needs attending ordinary schools are presented below. The first is taken from a secondary school catering for a large number of pupils with moderate learning difficulties. The second outlines the provision for pupils with severe learning difficulties in a comprehensive school.

Example 2.1

Preparation for Adult Life

This course is designed for pupils with moderate learning difficulties. It is allocated seven hours a week throughout fourth and fifth year. It is divided into six main headings.

1. *Practicalities of Independence*

   The aim is to prepare pupils for living on their own, and help them to understand many of the jobs we take for granted. Topics covered are: form filling; applying for a job; interviews; clocking in system; wage packets; and use of telephone.

2. *Household Do-it-yourself*

   Rather than have a rigid metalwork or woodwork lesson, the aim is to instruct pupils in some of the other practical skills that are likely to be of benefit to them after they have left school. This would include the following:
   —changing plugs, basic electricity
   —bicycle maintenance and repairs
   —window repairs
   —basic internal household maintenance
   —motor vehicle maintenance

3. *Independence Training*

   In this area, pupils would be involved in leaving the school premises and carrying out some small pre-arranged task, probably in the town. These tasks would be of a simple nature in the beginning (eg, purchase of a book of stamps from the local post-office), gradually becoming more difficult and demanding (eg, finding out the times of buses to a neighbouring town) towards the end of the course. Initially pupils should carry out tasks in groups of two. Tasks to include the following:

Shops	*Simple purchases, price comparisons*
Post Office	*Collecting forms, opening savings accounts, posting letters, etc*
Bus and Railway Stations	*Use of 24 hour clock and timetables, etc*
Library	*How to join, collect and return books*
Trading Standards Office	*How and when to complain when one is not satisfied with treatment received in shops, etc*

4. *Work experience/careers*

   Pupils should study a wide variety of jobs and explore the advantages and disadvantages of individual jobs. They should have a basic knowledge of the structure of a firm and understand the function of the various departments. In their final year pupils would spend either two weeks or one day a week for ten weeks in a local firm. In their final term pupils should have access to the Careers Officer and have a careers interview.

5. *Visits and experiences*

   It is hoped that in their time on the leavers course all the pupils involved would spend some time on class visits to strategic places of interest. These visits are designed to increase awareness, general knowledge and confidence. It is hoped to visit most of the following:
   factories
   fire and police stations
   citizens advice bureau
   job centre
   places of work
   post offices
   travel agencies
   skating rink
   theatre
   football match
   other schools
   small villages.

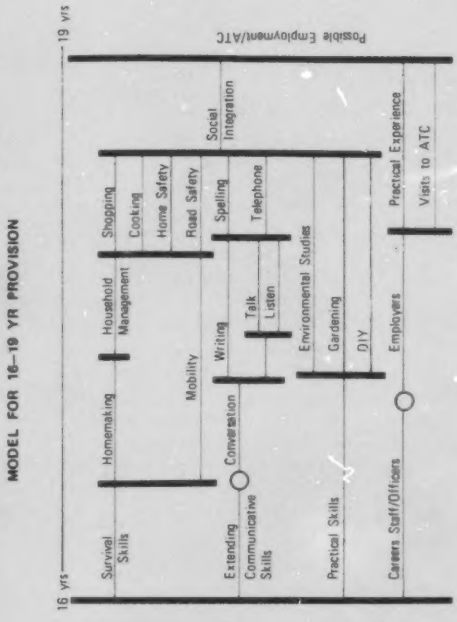
6. *Duke of Edinburgh's Award Scheme*

   All members of the course would be encouraged to join the DOE scheme and work toward their Bronze and Silver Awards. This scheme contains elements of community service, fitness training, expedition and map

work, and an interest study. As well as the obvious experiential benefit pupils will gain an award they can be proud of and a certificate which they can show to an employer when applying for a job.

Example 2.2

This outlines the curriculum for 16–19 year old pupils with severe learning difficulties in a comprehensive school. The chart presents the structure of the course, and the accompanying notes fill in some details on the elements that go to make it up. As will be evident, the emphasis is almost entirely on preparing the young people in question for leaving school.



Survival skills

(i) Household Management

Planning daily routines, accepting and coping with responsibilities. Caring for others. Much of this includes the following headings.

(ii) Shopping

Recognition of shops and what they sell. Selection of items needed. Pricing articles, simple estimation. Offering correct money. Checking change. Practical exercises buying food for cookery, articles of DIY, gardening and home maintenance.

(iii) Cooking

Choosing menu, planning meals. Basic skills becoming more complex, leading to meals with different courses.

(iv) Home Safety

Awareness of the various points of danger in the home. Handling of cooking (utensils, cookers etc.) Awareness of dangers whilst involved in DIY and gardening. The element of prevention in basic home maintenance.

(v) Road Safety

Continuing theoretical practice by school staff and outside agencies. Practical implementation on visits, shopping expeditions as a pedestrian and as a cyclist.

(vi) Mobility

Frequent opportunities under surveillance leading to independent mobility using public transport and where appropriate cycles.

Extending Communicating Skills

(i) Conversation

With peers, teachers and unfamiliar adults. Involves listening as well as talking. Extended from question and answer to spontaneous conversation stemming from a stimulating environment.

(ii) Writing and Spelling

Socially essential vocabulary being extended more widely as particular individuals allow.

(iii) Telephone

Contrived situations . . . ringing school from a coin box. Ringing for assistance. Answering a telephone. Telephone duty—taking messages using a tape recorder where necessary.

Practical Skills

(i) Environmental Studies

Studying the environment with groups of peers. Strictly controlled groups in very structured situations initially. Meaningful, casual, social integration. Fine and gross motor skill training—cameras, tape-recorders, simple surveying.

(ii) Gardening

Continuing work that is already being undertaken but involving pupils more in long term planning not only with regard to vegetables but also in working towards the venture being financially self-supporting. Continued development of basic skills, teamwork, task allocation etc.

(iii) DIY

The continued development of basic skills in crafts. Home maintenance with practical tasks, eg wiring a plug, changing a tap washer.

The second set of examples comes from the joint National Foundation for Educational Research/Schools Council study. A questionnaire to local education authorities and a number of special schools sought information on curriculum development work carried out during the period 1978–1980. The most notable area of development cited in the school responses was school leavers' courses. Many schools had recently introduced such courses under a variety of different titles. Overall there was an emphasis on the acquisition of social and life skills to facilitate the transition to independent adult life. In a number of schools the problems likely to be faced by young people seeking work in the present time of high unemployment were also seen as an important aspect of the curriculum. One respondent described a programme which made regular use of outside contributors; almost all made reference to work undertaken in the local community.

Following the questionnaire, visits were made to a number of schools to gather detailed information on aspects of their curriculum. These are reported in Hegarty et al. (in press). Four of them referred specifically to leavers' programmes. Two of these will be outlined here and described more fully in Appendix One: one developed jointly by three special schools; and one devised within a school for physically handicapped pupils.

Example 2.3

Design for Living Course

This course was developed jointly by three special schools, one catering for blind pupils with additional handicaps, the other two for the physically handicapped, though again each contains pupils with multiple handicaps. The schools combined forces to develop a structured programme for their school leavers which would help them in adult life to become "progressively independent, self-sufficient and socially competent". It was designed as a Mode 3 CSE course but intended for all the schools' pupils even though the CSE examination is taken by only a relatively small proportion of them.

The course is a two-year modular one whose components can be taken in any sequence. It is formally allocated two two-hour periods per week in the fourth and fifth year. In addition, the various elements of the programme are constantly reinforced both in the formal and in the informal curriculum of the schools in question.

The syllabus covers three broad areas: home management; getting on with people; and health. These are detailed below.

Section 1—Home Management

(a) *Setting up home*
(b) *Running a home*
(c) *Planning and budgeting in the home*
(d) *Practical work and repairs*
(e) *Safety in the home*
(f) *Leisure pursuits at home*
(g) *Acquiring a home*

Section 2—Getting On With People

(a) *The family in society*
(b) *People of different backgrounds*
(c) *Law and order in society*
(d) *My town or village*
(e) *Government*
(f) *Safety in the community*
(g) *Leisure pursuits and opportunities*
(h) *Services for the community*

Section 3—Health

(a) *Personal hygiene*
(b) *My body*
(c) *Child development*
(d) *Adolescence*
(e) *Prevention of diseases and ill health*
(f) *First Aid*
(g) *The National Health Service*

Example 2.4

Leavers Unit Programme

This example comes from an independent school run by the Spastics Society catering for cerebral palsied pupils of average ability. Pupils in the age range 14–17+ spend most of their time in a Leavers Unit which is housed in its own premises separate from the main school. The Unit has links with a local comprehensive school and a college of further education. Pupils are encouraged to visit the college and in return college students frequently visit the school—something which is seen as an important element of the social skills programme.

Within the Unit they follow a programme designed specifically for them to promote independence and readiness for adult life. There are three inter-related parts to the curriculum, which focus on skills to be acquired and developed.

(i) Continuity and support in the basic areas of numeracy and language development.
(ii) Developing social skills and behaviour, with emphasis upon personal competencies and inter-personal relationships.
(iii) Identifying and developing vocational and leisure skills and aptitudes.

These four examples give an indication of the range of provision but it must be emphasised that practice is exceedingly diverse. In the majority of cases the leavers' course begins formally in the penultimate year at school, though it may begin informally in earlier years slowly building up to the more highly structured curriculum. As the examples show, there is considerable emphasis on the development of social and life skills as they relate to work and the business of daily living. Practical activities such as visits to local firms, public offices, industrial training units and educational institutions are frequently included, and many schools arrange work experience placements for one day a week in the final year. The latter naturally depends on establishing close links with local employers. Although not designed primarily for disabled young people, Project Trident* has proved useful here and has been incorporated by several schools into their formal leavers' course. The examples also indicate a recognition of the fact that young people with special needs often require specific preparation in the constructive use of leisure time. They may find themselves not

*The Trident model refers to a form of collaboration between LEAs, industry and the Trident Trust. The aim is to assist schools in preparing young people for adult life by promoting development in relation to the three prongs of the self, the community and the working world. Corresponding to these, activities of three kinds are organised: residential courses, mainly in sporting and artistic activities; community service and work experience. Trident arranges the secondment of co-ordinators from industry, and these assist schools by acting as a "clearing-house" for jobs and community service opportunities, and by seeing to organisation details. The benefit to the school is that it becomes part of a national scheme and is relieved of numerous organising chores. Details on the programme can be obtained from Trident Trust, Albany Buildings, 39 Victoria Street, London SW1. Tel: 01-222 7402.

only more reliant on leisure activities as a way of spending their time but also less able to participate in the normal leisure activities of their peers.

One fundamental element of preparation for adult life which is often given insufficient attention is that of careers education and guidance. Yet this group will often require more structured and intensive help. On the operation of the service, Walker (1980) observed that most success had been achieved with physically disabled young people and least with the maladjusted and those with moderate learning difficulties, who were overall the least likely to have seen a careers officer but had the greatest difficulty in securing stable employment. For some pupils the specialist careers officer performs a vital role at the centre of a liaison network involving parents, employers, schools, colleges, and the health, social and employment services. Indeed Warnock suggested that the SCO would be the obvious choice for the "named person" who would provide continuing guidance throughout the transition to adult life. In practice SCOs aim to start guidance and counselling work in special schools and units at least one year before pupils are due to leave. However, they do not as a general rule include in their case-load pupils who are integrated into mainstream provision or who are attending schools for those with severe learning difficulties.

In the latter schools, leavers' provision often entails preparation for the most independent life possible without work and nurturing the most basic skills in language and number. Links are often built up with the local Adult Training Centre in the final year, though it is recognised that there is a general shortage of places in the ATCs to which this group is expected to progress after school. Unfortunately in some schools provision for these pupils comprises an almost exclusive concentration on the basic skills of literacy and numeracy with little concern for broader aspects of personal development. Elsewhere there is the contrary problem where schools underestimate their pupils' intellectual potential and hence neglect cognitive development in favour of social adjustment. Nesbitt's (1976) study of special schools in the North West found that in the final year they tended to concentrate on academic-type work rather than work preparation, since teachers largely saw their pupils as unemployable. Despite this, there was no real curricular provision for encouraging the constructive use of leisure time and, indeed, no framework for teachers to discuss general aims and objectives connected with the curriculum.

For young people in hospital schools for the mentally handicapped prospects are even more limited, since they represent the most severely disabled group. Some will remain in a hospital ward when they leave school; others will return home or move to a hostel with only a tiny minority being able to undertake any kind of training or sheltered employment. For a small number of these young people there may be opportunities to undertake some form of further education through college-hospital links and outreach provision. The nature of these opportunities will be discussed in later chapters.

Chapter 3
COLLEGE BASED PROVISION

It has already been noted that provision in the further education sector as a whole is still a long way from the co-ordinated plan advocated by the Warnock Report. Nevertheless certain individual provisions may be identified as forming part of a coherent local authority policy for young people with special needs, which in turn may develop into the nucleus of specialised regional provision. Certainly there is evidence to suggest that the LEAs are becoming increasingly aware of their commitment to students with special needs, though it must be said that the degree to which positive action has been taken to meet this commitment varies enormously from authority to authority. Some have formulated detailed policies and designated officers to ensure their implementation; others have confined themselves to ad hoc responses to the needs of individual students. This difference is reflected too in the extent to which they have established mechanisms to ensure inter-departmental collaboration. A common pattern is for any collaboration that does exist to focus on individual students and on organising support for them rather than on formulating policy and planning services on a wider scale. However, it was made clear in a survey undertaken by HMI in the mid-1970s that in those LEAs where real co-ordination does occur, often involving the contributions of special and further education advisers as well as specialist careers officers, the services offered to young people with special needs are substantially improved.

At the policy level the main variation relates to the question of whether provision should be concentrated in a small number of colleges or spread throughout all of the colleges in a given locality. Often this decision is made on pragmatic as much as on philosophical grounds due to the substantial problems of physical access posed by some institutions and the financial implications of making the necessary modifications and appointing new specialist staff.

It is encouraging to note that a number of local authorities and regional advisory councils have established working parties with wide representation from interested bodies to consider the further education of students with special needs and to plan new developments in the area. Their brief is formally seen in terms of surveying existing provision in their localities; offering guidance to colleges on such items as access, specialist facilities, curriculum development, administrative procedures and sources of specialist advice; planning and initiating relevant staff development programmes; and encouraging co-operation and co-ordination among the various agencies involved in providing for and supporting young people during the transition from school to adult life. Cheshire, for example, has established a County Steering Committee for Handicapped Students in Continuing Education, which is a subcommittee of the County Academic Board. It is chaired by the Senior Adviser for Further Education with responsibility for work with students with special needs and has representation from the local colleges, the social services, the area health authority, the MSC, as well as the specialist careers officer, the senior adviser for special education, the assistant director for special education and the area organiser for adult education. Its terms of reference are: to develop and monitor FE for students with special needs; to foster multi-disciplinary co-operation; to develop in- service training; and to attempt to improve material facilities and resources. Each FE college has a support/design group, chaired by the college liaison officer, which mirrors the County Steering Committee at local level. Its chief areas of concern are: links with schools and other outside agencies; the selection and assessment of students; curriculum development; and in-house in-service training.

Following the example of the East Midlands Regional Advisory Council, several RACs have embarked on the task of disseminating information on current provision within their respective areas by publishing handbooks including such details as the names and addresses of all colleges, and the co-ordinator to whom inquiries should be directed; the range of specialist facilities and/or special courses offered; the opportunities provided by the adult education service and by voluntary organisations; and information on national bodies offering advice and help in the choice of appropriate courses.

It is becoming more common for colleges themselves to have formulated some kind of policy concerning their commitment to the education and training of young people with special needs. Actual documentation, however, varies from a few lines in a prospectus indicating that a college is willing to consider applications to a detailed handbook covering all aspects of college provision that might relate to the needs of students with different handicapping conditions. In some cases the documentation is in fact more likely to take the form of planned programmes for future action including such items as: ways of overcoming problems presented by

existing buildings; recommendations for organisational improvements; surveys of specialist equipment in use or needed; modifications to examination procedures; plans for new special or modified courses; and staff development requirements. The emphasis in these documents is often placed on initiatives designed to meet the needs of those with physical disabilities rather than the entire range of students with special needs.

At present only those colleges which have a substantial commitment to students with special needs tend to have established a committee charged with the responsibility for formulating future policies and programmes and ensuring that students' present needs are being met. The composition of such committees naturally varies according to the local situation with regard to special needs provision, but typically it would consist of representatives of the college staff, the local education authority, the social services, the careers service, the area health authority, the Manpower Services Commission and local adult training centres and special schools.

Students with special needs who are considering entry to a college of further education often need quite specific information in addition to that normally provided for other students. Here again colleges differ enormously in the kind of information they make available, though arrangements frequently exist for students to visit and inspect college premises to determine their suitability for their own particular needs. Colleges running special courses or accepting students with sensory disabilities are the most likely to offer a systematic induction programme, and may even invite parents to attend. In other colleges students with special needs often experience the same induction arrangements as their peers. Much depends here on whether a given college has appointed or assigned a member of staff to take specific responsibility for these students. At present such appointments are by no means common in all colleges.

Selection and admission procedures for special units and special courses tend to be more carefully worked out than those relating to integrated provision in mainstream courses, though they may differ between individual colleges and departments. The careers service usually features highly in these procedures, though it is evident that other professionals may also play an important role; head teachers, educational psychologists, area health authority staff and social services personnel can be involved, as well as parents and a variety of college staff. In some cases a battery of standardised tests is used to help staff decide on the placement of students on appropriate courses. In general the admission of students with special needs to ordinary courses is not so well developed, often relying solely on students' past educational records or on an initial college interview. In many instances even students' educational records are not available since mechanisms do not exist for them to come automatically from an applicant's previous school. For the schools' part it should be said that they often maintain that the records would in fact be forthcoming if colleges took the trouble to ask for them. It is rare for a college to gather detailed educational, medical, social and vocational data on applicants. Nevertheless, the fact that this *is* done in some cases means that it is possible.

As well as providing data for selection and placement at entry, assessment procedures are often employed on a continuous basis to measure student progress. Panckhurst (1980) has noted that colleges offering special courses with a work orientation theme are the most likely to have a planned assessment programme which operates at selection, as the course progresses and as students are due to leave. He found that students tended to be assessed in three modes: intellectual-academic; co-ordination-motor-perceptual; and social-emotional; each of which corresponds to a component of the special courses offered. However, the actual quality of assessments made within this general framework was uneven. The most effective methods operated where lecturers had broken down tasks and behaviour into relatively discrete elements which could then be rated on qualitative scales according to agreed criteria. Such rating scales were almost invariably observed in the special work-orientated courses, and involved such areas as social and personal attributes, work-related behaviours, attitudes and self-concept. Assessment in the social-emotional area appeared to be carried out with some degree of success, while the most confusion was apparent in the assessment of cognitive skills. A research project on the assessment of students with special needs in FE has recently been undertaken at the University of London Institute of Education under the sponsorship of the FEU (Roberts *et al.*, 1982). Its aim is to provide guidelines of good practice related to curriculum development for this group.

Staff are generally aware of the particular importance of conducting careful monitoring of students with

special needs, but frequently acknowledge a need for significant improvement in this area of their work. Colleges as a whole have very little experience in choosing and applying assessment procedures for these students, and the range in current practice is enormous. If the necessary improvements are to be made, assessment must become a more important element in teacher training programmes; and better consultative links must be established to ensure an input of specialist help and advice from the schools psychological service, the careers service, the area health authority, the social services and local special schools. The regional resource centres suggested by the Warnock Report could play an important role in this context.

Little systematic evaluation of special courses is undertaken, colleges usually tending to quote employment placements or marked advances in social competence as a measure of success. In both of these cases there is a danger that gains may in fact be short term, yet colleges have rarely established mechanisms for following up students beyond their immediate destinations. The collection of such data does, of course, represent a substantial work load for some colleges but there are those who do ensure that records of students' subsequent careers are kept as accurately as possible. The task, then, is by no means impossible and is regarded by those who undertake it as a valuable way of amassing information for use in evaluating existing provision as well as in devising new courses.

This chapter is devoted to descriptions of the six main organisational models adopted by colleges providing for students with special needs: mainstream courses which are followed by students on an integrated basis; link courses; bridging courses; special courses; special units; and outreach. It wil be appreciated that there is often a degree of overlap between these various models which reflects a flexibility of approach that is essential to work in this area.

(i) Mainstream Courses

For young people with physical and sensory disabilities the vast majority of further education courses are potentially open, though much depends on the ability and willingness of individual colleges to provide the additional support necessary, and on the presence of teaching staff who are sensitive to their special needs. With notable exceptions, colleges do not actively seek to attract disabled students, but have tended to respond positively to those whose intellectual abilities and attainments fall within the range of the normal student population, by arranging for them to be integrated on an individual basis into mainstream college courses. Colleges frequently note the importance of students with special needs mixing with other students and making full use of the available facilities, and welcome integration as a means of furthering the educational development both of disabled students and their peers. The fear has, however, been expressed that in the current economic climate an integrationist policy may become a policy of "no action" (NATFHE, 1979), since colleges are already faced with a variety of financial constraints and pressures which may prevent them from offering adequate support machinery to meet students' special needs.

In the case of students with physical disabilities perhaps the most obvious question to be asked is whether they actually have physical access to the college. As a rule colleges will carry out minor modifications to premises where a demand has been identified, and in numerous instances successful experiments have been carried out in the relocation of classrooms and the adaptation of workshops and residential centres to ensure maximum access. It is to be expected that more ambitious adaptation projects being planned by colleges may well be curtailed in the present financial climate. The most common physical provisions made by colleges include ramps, handrails, lifts, specially adapted toilet facilities and reserved car parking space, but students can by no means expect these to be available in all FE institutions.

Special transport may be offered in the college's own minibus or may be provided by the local education authority, the social services, voluntary agencies or individual volunteers. In general, however, special transport arrangements, medical centres, emergency communications systems and other specialist facilities are rare and tend to be restricted to colleges which already have a long-standing substantial commitment to the disabled. New buildings have often—though by no means always—been designed to enable physically disabled students to make full use of them, though it must be said that the majority of colleges still find that the structure of their buildings represents a serious prohibitive factor in their attempts to operate an open admissions policy. Some colleges do not allow students with mobility problems above the ground floor, often because of the

inadequacy of fire and safety precautions. Where possible, communal and social facilities are located on the ground floor. However, in some instances practical problems in this respect have resulted in social isolation for disabled students who find themselves having to take meals separately and being unable to make use of the students' common room.

A small number of colleges have shown that these potential problems should not be regarded as insuperable in the absence of a comprehensive rebuilding programme. Modifications to furniture and equipment and revisions of the timetable can often make all the difference. Indeed the flexibility and willingness to help of both staff and students are often acknowledged to be decisive factors in determining the level of recruitment and success of disabled students. Certainly colleges are quite flexible in making arrangements for individual students, but as demand grows it must be expected that more comprehensive and systematic arrangements will have to be made.

Some students are unable to attend college on a daily basis and may need residential accommodation, particularly if they live in rural areas. The provision of such accommodation in local colleges is extremely rare, though there are instances where students following mainstream courses may be housed in purpose-built hostels attached to colleges which already have a substantial commitment to students with special needs. Other colleges have taken the initiative in seeking alternative accommodation in the local area. One instance of an interesting development in this area is provided by a college which has recently arranged for five of its physically disabled students to be brought in daily from a residential special school where falling pupil numbers had resulted in surplus accommodation. In another college students are found accommodation in family homes which are regarded as a useful base in which the learning of independent living and self-care skills can take place in a natural way.

The provision of special study materials and equipment to improve access to the curriculum for students with physical and sensory disabilities is not common throughout the further education sector. The type of provision needed will obviously depend on the nature and severity of an individual student's disabilities, but it may be expected to include such items as special typewriters and tape recorders, aids to assist effective communication, brailled materials or induction loops for hearing aids. Where colleges have in-house expertise in technology and design, the departments concerned have sometimes been involved in the design of furniture, aids to mobility and other special equipment. A survey undertaken by HMI commented on the benefit of this kind of collaboration to "students who, through working in this way with some very severely handicapped people, had reached a deep understanding of the problems with which they were confronted and were able in some cases to offer highly original and novel solutions" (HMI, unpublished, p19).

In view of the sparse range of specialist equipment available in the colleges it would appear crucial that staff be aware of the possibility of turning for help in this area to outside agencies including the local education authorities and national organisations such as the Royal National Institute for the Blind. A relatively small number of colleges make use of these services, though the potential here is obviously enormous, particularly for obtaining the more sophisticated items of equipment for which colleges would probably be unable to justify the expense. Some of the colleges running special link courses do make use of the specialist facilities available in the linked establishments at least for the specific students concerned.

The Centre for the Deaf which forms part of the City Literacy Institute has acted as a base for peripatetic teachers of the deaf who visit colleges in the London area to help and advise with the education of hearing impaired students. This is undoubtedly the most extensive provision of its kind in Britain, though services based on peripatetic teaching are also available on a smaller scale in other localities—notably Nottinghamshire and Sheffield where peripatetic teachers offer direct teaching to students or support to college staff as well as acting in a co-ordinating capacity to maintain links with the careers service, social services, schools, colleges and employers. Cheshire LEA has recently appointed a specialist tutor for the hearing impaired. Although the post is attached to one college, the tutor has responsibilities throughout the authority including: the selection of hearing impaired students for college entry; running a special introductory course for those with severe communication problems; offering tutorials and guidance to students with mild impairments following normal courses; organising link courses with special schools and units; maintaining links with schools and with peripatetic teachers of the deaf; and operating a

consultancy service for other colleges in the county. An additional important resource for the deaf is the National Study Group on Further and High Education for the Hearing Impaired, which was established in 1976 to promote an exchange of views and experiences among those concerned with teaching the hearing impaired and generally to encourage the development of further education for this group. A more detailed discussion of these provisions may be found in the report by Panckhurst (1980).

Special administrative arrangements may be required to modify entry requirements and course duration, without of course altering the teaching content. A small number of colleges operate a formal or informal quota system to regulate the number of special needs students who are admitted or modify normal class size or staff-student ratios to take account of these students. In general, however, the present rate of intake is not sufficiently large for such measures to be necessary, with perhaps just one or two disabled students being present in a given mainstream class. Concessions relating to examination regulations may also be necessary. Though again needs of this kind have not normally arisen on any significant scale, it is encouraging to note that colleges are as a rule very successful in carrying out administrative modifications in these areas.

While material and administrative support must be regarded as of extreme importance, it is often the availability of support staff that is the critical factor determining whether individual students are able to take advantage of the wide range of mainstream provision potentially available to them. Yet few colleges have nursing and medical staff, and still fewer can call upon the services of physiotherapists, occupational or speech therapists even on a part-time basis.

The range of counselling and welfare service provision tends to be very wide, with only a minority of colleges having a well organised and specially staffed service which maintains regular contact with students with special needs. It is often assumed that students on link courses make use of the counselling service provided by their school, ATC or day centre and, while this may indeed be the case, it cannot be taken for granted. In general, counselling services in colleges need to be improved and to be more closely related to any other forms of counselling which students may be receiving. Students with impairments of social and emotional function—the maladjusted and disturbed—are frequently highly dependent on specialised counselling to enable them to follow mainstream courses (see Lee (1974) for an account of such provision). While the numbers involved here are likely to be small, they too may require modifications to be made to the learning environment, particularly in terms of groupings and staff-student ratios.

Vocational guidance is of particular importance to students with special needs and the majority of colleges now have full- or part-time careers guidance staff. Their work is, however, oriented toward the needs of the normal student population and it would be unrealistic to expect them to have a thorough knowledge of the opportunities available to students with special needs. Colleges with a strong commitment to these students have usually established close contacts with the careers service and are able to call upon the services of the specialist careers officer and disablement resettlement officer, but as overall provision increases it will be necessary for all colleges to explore this area of their work in greater depth. In a large college of further education guidance and counselling may not take place informally and incidentally as in some of the smaller specialist colleges. Local colleges do, however, have an advantage in the fact that they can involve parents more easily than can a national college and indeed a small number of colleges do make special provision for parents' meetings and discussion groups.

Social services personnel have variable contact with the colleges, but here too it must be expected that contacts will grow as outreach provision into adult training centres and day centres continues to develop and students from social services departments find their way into the colleges. Certainly some of the specialist FE provisions have benefited greatly from close collaboration between local authority departments. As regards other agencies, a small number of colleges have taken advantage of the advisory services offered by such bodies as the National Bureau for Handicapped Students, the Elfrida Rathbone Society and the Spastics Society, as well as turning for advice and help to the peripatetic specialist teachers working within the local education authorities.

(ii) Link Courses

Link courses in which pupils, usually in their final year at school, spend between half a day and two days a week

at a local college of further education are becoming increasingly common. These courses are essentially run as a local provision, with almost all colleges having a potential contribution to make. Certainly the further education sector has amassed a great deal of experience in running link courses for mainstream pupils so that, in administrative terms at least, the extension of these to pupils with special needs presents few problems. The wide range of options currently on offer makes this type of provision a particularly useful measure for easing the transition from school to adult life for pupils with a variety of disabilities. Special link courses are now specifically designed for young people with various physical, sensory, mental and emotional disabilities, though the main thrust of link provision is for those with moderate learning difficulties.

There are a number of variations on the common pattern of organisation. For example, link courses may take place in the penultimate two years. In a small number of colleges short full-time courses of a few days or weeks are arranged to enable pupils with special needs to sample a variety of the course work on offer in a college with a view to detecting and developing aptitudes which may facilitate eventual college or job placement. In the case of deaf students particular mention should be made of the provision available under the auspices of the City Lit Centre for the Deaf. Link courses for final year pupils are arranged by the Centre in close co-operation with several London colleges. These courses are supervised by members of the Centre staff, who may also combine with college staff to help with any communication and language problems that may arise.

The initiative for setting up link courses may derive from several different sources. In some instances the initial approach has come from the school; in others colleges have built on the success of existing mainstream links and have approached local special schools with offers of help. Individuals such as the specialist careers officer or special education adviser have also acted as catalysts in stimulating provision in the area. In the majority of cases students are selected to attend link courses by their school alone, though some may be referred by the careers service or selected by a panel of relevant people including staff from the school, college and careers service.

In essence link courses are designed to introduce students to the adult working environment, to develop social and life skills or work skills, or to prepare them for admission to mainstream link or more advanced courses. In the Warnock discussion of this type of provision it was stressed that courses should not be focussed too narrowly on vocational subjects, but should be regarded primarily as a general introduction to further education and a way of developing pupils' awareness of the range of options open to them as an inherent component of a school leavers' programme. In practice, courses of a practical or vocational nature are favoured, such as catering, typing, hairdressing, homemaking, clerical work, horticulture, brick-laying, engineering, arts and crafts. The particular subjects can usually be seen as reflecting existing expertise and interests among individual college staff. However, courses are also available in basic literacy, numeracy and communication as well as in GCE 'O' level subjects, and in almost all courses the social skills aspect of pupils' work is emphasised. Whether or not this aspect is presented as a structured component of the curriculum varies from course to course, though all teachers tend to agree that some social learning does in any case occur incidentally. Travelling by public transport, adjusting to the new environment of a college, mixing with a wide range of students in break periods are all seen as helping young people in negotiating new situations, managing social interactions and building self-confidence and independence. In some cases pupils are accompanied by their school teachers at least in the initial stages to help them through these experiences; in others they are encouraged to operate on their own.

From an organisational point of view courses differ in terms of whether pupils are taught as a group or incorporated in small numbers into ordinary classes. This difference sometimes depends on the nature of the special needs being catered for—courses designed specifically for pupils with sensory disabilities, for example, are often organised on a group basis. However, it can also depend on general college policy with regard to integration. Many colleges believe that preconceived notions about handicap may be modified in classroom or workshop interactions and hence aim towards integration wherever the course content makes this feasible.

Although it is not possible to do justice to the whole range of link provision, an example of a link course currently in operation is outlined below to give a flavour of the kinds of opportunity they present.

Example 3.1

A 36 week course for pupils with moderate learning difficulties in their final year at school.

*1. **The Students***

Students attending the course are likely to show some of the following characteristics.

1.1 they will show signs of intellectual handicap which may have a clinical, social or cultural cause

1.2 they will show a need for an increasingly challenging environment in order to stimulate and maintain a positive attitude towards themselves and education

1.3 they may show signs of immaturity and low self-esteem

*2. **Aims***

The course will

2.1 present an increasingly challenging environment in order to broaden the experience of the students and assist in their personal development

2.2 emphasise the concept of continuing education and the constructive use of leisure

2.3 provide opportunities for developing social competence and self sufficiency

2.4 help the students towards a realistic appraisal of their strengths and needs relevant to the immediate job market

2.5 encourage and develop specific gifts and abilities

2.6 develop an awareness of living in a multi-ethnic community.

*3. **Objectives***

While the learning of basic skills of numeracy, language and motor skills will continue as they underpin the entire curriculum, the course content will cover the following areas:—

3.1 Vocational Preparation
Deciding
People
Paper
Practical
Finding and Applying
Interviews
At Work

3.2 Science in Everyday Life

3.3 Sufficiency Skills
The application of numeracy and language skills
Mobility skills
Leisure skills
Personal care
Family and home
Use of the Community

3.4 Creative Activities
Music
Drama
Art
Wood and metal work
Pottery
Creative writing
Needlework
Other art forms where expertise is available, either in school or college.

3.5 Physical education
Gymnastics
Dance
Games
Expertise of other sports activities

*4. **Course Organisation***

The course is seen as a series of units to be covered by the schools or the college as appropriate to the resources available to the respective establishments. The students will spend two days a week in college and three days a week in school.

The Warnock report commented on the potential value of link courses in widening pupils' horizons and introducing them to the possibility of further education, but

emphasised the vital importance of establishing clear objectives and careful planning. Ideally such courses have a useful role to play in an on-going process of assessment and may facilitate the transfer of young people in general from school to further education. Co-ordination between schools and colleges at this stage can help in the preparation of the folders of information on students' school careers which were advocated by NATFHE and endorsed in the Warnock Report. It was recommended that such folders should be made available to further education institutions not simply as an official record which follows the student from one institution to another, but as a basis on which informed decisions about transfer can be made. To date, however, there is little evidence to suggest that sufficient attention is being paid to the implementation of this potentially valuable scheme. It is also becoming increasingly apparent that school—college liaison would benefit from colleges tightening up their own recording procedures and reporting back to the schools on students' progress.

From the point of view of the curriculum it is sometimes the case that insufficient thought is given to link course content and how this might best be designed to co-ordinate with earlier school work as well as with any further education opportunities which pupils might eventually take up (Rowan, 1980). Certainly the most effective courses are those where long-term detailed planning has been shared by school and college and mechanisms have been established for continuing liaison.

These criteria apply with equal force to other kinds of link course which are available to young people who are no longer in school. Numerous colleges—particularly those with an existing programme of special school link courses—have also established links with local adult training centres, sheltered workshops, day centres and hospitals. The curricula for these courses commonly include basic literacy, numeracy and communication, measurement of time and space, use of money, domestic skills, social and life skills, physical education, arts and crafts. Their emphasis throughout is on the development of self-confidence and social competence in adult society. Where possible students attend the college itself on perhaps one or two days a week though lecturers may also run courses within the outside institutions to which young people are attached. Students are usually selected to participate in link provision by their centre or hospital in consultation with college staff. An example of a course provided for ATC trainees outside their centres is given in Chapter 6.

It is encouraging to note that link provision of all kinds is on the increase. Many colleges see link courses as an essential element of any planned programme of development for their work with young people with special needs. Although not actually a link course provision, the annual summer school for disabled children organised by one tertiary college should be mentioned here as yet another way of forging links between the college and local schools. The summer school is run for two weeks to cater for 10–16 year olds in the college's catchment area and enables them to participate in a range of activities including arts and crafts, sport, drama and music. The school is sponsored by local industry, unions, voluntary societies and private individuals. Other institutions have organised clubs for the mentally and physically disabled which encourage them to use the facilities which FE colleges can provide.

(iii) Bridging Courses

"Bridging courses" is a general term which encompasses a variety of college based provision aimed at the recent school leaver. Like link courses, bridging courses are designed to help young people through the transitional phase from school to further education or to employment. They can range from GCE courses for academically able students whose physical disabilities mean that they may have gaps in their education, to basic literacy and numeracy classes for students with learning difficulties. Some include elements of general education and social and life skills designed to encourage confidence and maturity while others emphasise vocational preparation and work experience. It is not always possible to draw a clear line between bridging courses and special vocational courses. In certain instances elements of bridging, special vocational and normal provision may be combined in a single course. One college, for example, offers a two-year full-time further education foundation course for up to twenty-four students who are physically handicapped or have moderate learning difficulties. The emphasis is on small group teaching and individual tutorial work within a curriculum which includes numeracy, literacy and communication, social skills training, education for independent

living, recreation and vocational education, with an element of work experience in the second year. The course is located in the main college building so that students are able to take advantage of all college facilities and, for those who can undertake them, the full range of normal college courses is open.

Another college offers two separate full-time bridging courses each of which is designed to meet a different area of need. The first is a one-year preliminary further education course for school leavers who are not yet ready for further education or work. Although this is a general non-examination course, students have the opportunity to take the City and Guilds Communications Stage 1 examination as well as GCE 'O' levels in English, Mathematics or craft subjects. The overall aims of the course are to provide the time and opportunity to improve basic educational skills in language and mathematics with particular emphasis on those skills which will be useful in future employment or further education; to provide opportunities for personal development; and to provide information and guidance relating to careers, as well as enabling students to gain work experience through Project Trident placements. The course content is described as falling under the following headings: English, Mathematics, Social Studies, social and life skills, tutorials, and work experience.

The second course offered by this college is a one-year work orientation bridging course which is designed to help young people with mild handicaps to bridge the gap between leaving school and finding employment. In practice approximately 80 per cent have moderate learning difficulties. Half the week is spent on basic education and a programme of social education and preparation for work. The remainder of the timetable consists of two or three hour blocks of specialist teaching in vocational skills, self-care skills and recreational subjects. There is a tutorial system to monitor progress and help students to tackle problems. Students are encouraged to use all college facilities.

The course works in close conjunction with the Careers Services Department so that a system of work visits and practical periods may be built in, while the local office of Project Trident is used to arrange work experience outside the college. Students also have the opportunity to take part in the residential element of the course where they can put into practice the home management and social skills they have learned in college.

The course given here as Example 3.2 is a new full-time course which was introduced at the beginning of the 1981–82 academic year.

Example 3.2

Department of Youth and Community Education

Further Education Bridging Course

This is a full-time course for students from special schools and, in some cases, ordinary schools who may not be ready to make the abrupt change from school into the adult atmosphere of a further education college. There is an opportunity on this course to improve academic qualifications and at the same time gain confidence and maturity.

Course Content

1. *Numeracy: Students follow the syllabus for City and Guilds 364 Certificate in Numeracy and, if appropriate, will enter for this examination.*

   Aims: To assist students to
   1. *Raise their basic standard of numeracy to a minimum level required for day to day living and working.*
   2. *Gain confidence in their own ability to learn and to manipulate numbers.*
   3. *Cope with further work in calculations required for present and future study.*
   4. *Transfer number skills learned into new situations.*

2. *Communication: Students follow the syllabus for City and Guilds 772 Communication skills Level One and, if appropriate, will enter for this examination.*

   Aims: To help students to develop survival competence with language in order to
   (a) *Cope with the demands of any other course they are following.*
   (b) *Improve their abilities in the life and social skills relevant to their individual needs.*
   (c) *Gain confidence in their own communicative ability.*

(d) Prepare them for further study or employment.

3. *Domestic Skills: Planning, shopping, budgeting, preparing basic meals, housework, sewing and repairing clothes.*
4. *Art and Craft: Drawing, painting, collage work.*
5. *Physical Education: Health and hygiene.*
6. *Life and Social skills: Discussions, visits, speakers and films on many topics including the following:*
   Relationships and attitudes
   Careers
   Job search
   Religions and beliefs
   Local studies—local government, public services, history, leisure facilities.

During the course students will be helped to form a realistic appraisal of their abilities with the guidance of lecturers and careers officers with a view to preparing them for other further education courses or possible employment.

Bridging courses may derive directly from a need identified by college staff among students who are already following other courses. A particularly interesting example of this is the "transition course" offered by one college which found that a number of the students leaving Work Introduction Courses either did not find employment or were not sufficiently mature to participate in full-time work experience. The transition course caters for twelve students with a variety of sensory, emotional and intellectual handicaps who attend college for four days a week to study such subjects as basic education, art and crafts, music and movement, physical education, metalwork, gardening, hygiene and family care. The aim is gradually to fit them into work experience on day five. The course also caters for young people attending a residential special school who come in primarily for socialisation. All students are encouraged to involve themselves in college activities and to mix socially with those following mainstream courses.

Although the specialist colleges are the subject of a later chapter, it is perhaps pertinent to mention here the fact that they, too, may sometimes perform a bridging function between school and further education. For example, with respect to the severely physically handicapped, the Warnock Report commented on the high percentage of students from Hereward College who proceed to local colleges and higher education institutions.

In addition to the full-time provision in this area a number of colleges offer part-time bridging courses, usually of one or two days a week, which again may range from basic literacy, numeracy, social and life skills to GCE 'O' level subjects for the more academically able physically handicapped student. A summary of the part-time course offered by one college for under- and low-achievers in the 15–19 age group is given as Example 3.3, and expanded in Appendix Two.

Example 3.3

Bridging Course

Introduction

The course programme has been devised to meet the direct needs of under- and low-achievers in the 15–19 age group as outlined in the ILEA Inspectorate Working Party document "Proposals for Improved Co-operative Educational Provision by Schools and Colleges for Low-achieving 15–19 Year Olds" published in October 1975 (The Blue Book).

The aims and objectives of such a programme were outlined in the Blue Book as follows:

1. *To increase the potential for employment of low achievers who may have capabilities as yet unrealised on leaving school while yet providing a preparation for life as a whole.*
2. ***Objectives***
   Any programme aimed at preparing young people for work and life must concern itself with a variety of elements to engage and motivate the students: by achieving a greater understanding of working environments, by inculcating knowledge relevant to jobs, and enabling students to select from available choices in terms of their own abilities, inclinations and requirements, and by helping

them to recognise the particular skills which they may be called upon to perform, and in which proficiency will, therefore, have to be achieved. At the same time, the students should be enabled to develop individually and academically and to appreciate the new obligations and opportunities of an adult work role.

Aims

The aims of the course are:

1. *To help students achieve a smooth transition from school to adult life by:*
   - *1.1 Improving their social and life skills to cope more effectively with either staying on in education or going to work.*
   - *1.2 Improving their standard of education generally and their communication and numeracy skills in particular.*
   - *1.3 Working towards external certificate in Numeracy and Communications.*

Selection of students

***Characteristics of Students on the Course**: All students selected will be underachievers or low achievers, but in different ways. They may be:*

1. *School attenders who are literate but who are slow learners, who might benefit from a new learning environment.*
2. *School attenders who are lacking in the motivation to learn in their present learning environment.*
3. *Spasmodic school attenders who may cover the whole ability range.*
4. *Underachievers whose underachievement is exaggerated by behavioural problems.*

Course Descriptions

Students may study communications, numeracy, careers, TV/media studies, social education, art, and leisure/games. For each of these the course handbook offers a detailed framework outlining aims, objectives, process and product. In addition students have the opportunity of following faster courses in type-writing/office skills, household/manipulative skills and engineering.

In certain cases the remedial preparatory courses run under the auspices of the Manpower Services Commission and the day or block release courses for young workers with special needs (including those participating in schemes of Unified Vocational Preparation) may also be regarded as falling into the bridging courses category. The Holland Report strongly argued the case for relating remedial or preparatory courses to the needs of local industry on the grounds that young people—and especially those who are unqualified—tend to respond better and to be more motivated to learn, when courses are related to the world of work. In this sense bridging courses may—again like link courses—be regarded as essentially local provisions. However, it must be recognised that not all colleges of further education can be expected to offer the entire range of courses outlined above and for some elements of bridging provision it has proved advantageous for colleges within a local authority to divide the work in order to offer comprehensive provision on a rationalised basis. Thus, where successful link courses depend heavily on close co-operation between schools and colleges, bridging courses must in many instances be seen as requiring equally close collaboration among neighbouring colleges.

(iv) **Special Courses**

A number of different kinds of special course may be identified within current further education provision. They vary in student target group, curriculum, duration and size of provision, in the degree of emphasis attached to work experience and general vocational preparation, and in the level of social integration afforded to the students following them. One college may offer a single course for students with moderate learning difficulties which is largely composed of modules drawn from the normal college programme; in another, students with a wide variety of disabilities may be offered a range of courses at all levels with the support of specialist teaching, guidance and care staff. There are in fact very few colleges offering comprehensive provision of special courses across the whole range of disabilities. It is more

common to find colleges offering just one or two special courses, or indeed none at all—though it should be pointed out that those colleges which have recently begun in a small way to recognise their responsibilities in this area have often formulated plans for developing this work on a larger scale.

The allocation of courses to this section or to the next—dealing with special units and centres—is somewhat arbitrary, since many of the courses involved contain similar elements. They certainly should not be regarded as discrete entities, but rather as a convenient way of describing some of the structures currently employed by colleges to organise their provision in this area.

Further education colleges have for many years provided courses for groups of students with specific physical or sensory disabilities. These have largely consisted of general education courses, arts and crafts and recreational courses covering such subjects as music, woodwork, pottery, cookery, gardening, painting, needlework and physical education. In addition courses are offered which relate particularly to communication difficulties—braille, lip-reading, speech therapy and manual communication—or to preparation for work—audio-typing for the blind and partially sighted, typing for the deaf, basic engineering and workshop training for the deaf or physically handicapped. While the former are usually run on a part-time basis, the work preparation courses are more likely to be full-time provisions. In general, special courses of this type tend to be based in colleges located in large urban areas, which are therefore relatively easily accessible to students from a wide catchment area and can draw upon the necessary range of specialist support.

As has already been noted, much of the provision for the more academically able physically handicapped students takes the form of mainstream courses with additional support or modifications. Other more specialised provision within special units will be discussed in the next section. There are, however, a small number of special courses designed for the physically handicapped which may perhaps be more appropriately included here. Some of these concentrate on such areas as compensatory education, vocational sampling, work preparation and the development of social skills, while others—for the less academically able—emphasise continued basic education, creative activities and basic survival skills.

In one college, for example, a full-time one-year course is offered for fifteen physically disabled school leavers which provides basic clerical training for young people who are capable of open employment. The last six weeks of the course are spent in work experience placements in an office environment. Another course, again with fifteen places, contains elements of continued basic education and life skills, which make it particularly suitable for low-achieving severely disabled students who are also deficient in basic and social education and will probably never be able to cope with open employment. With this last factor in mind, the course has been designed to incorporate "education for leisure" as an essential part of the curriculum. These two courses differ not only in content but in terms of their financial implications. The first, as a specific vocational preparation course, is sponsored by the Manpower Services Commission. The second is run on a 21-hours per week basis in order to leave students free to claim appropriate financial benefits. Taxis are provided where necessary to enable students to travel to and from college and free meals are available to students in the college refectory. A number of FE institutions have in fact organised their provision in this way to ensure that students do not lose benefits.

Of the special courses currently on offer, by far the largest proportion are designed to cater for the needs of young people with moderate learning difficulties. Many of these courses may be regarded as being encompassed by the "special vocational courses at operative level" referred to by the Warnock Report. It was seen as particularly important by the Warnock Committee that they should not be based on traditional school methods, but should take advantage of the full range of facilities and the more adult environment that FE colleges can offer. While the main aim of such courses was seen as the acquisition of transferable work skills, with work experience as an essential element, it was acknowledged that some students would require additional studies in basic literacy and numeracy, while others would need a systematic input on social and life skills. In practice, courses do exhibit a general tendency to move away from specific trade training to a wider concept of vocational preparation in which social skills have an important place in the curriculum. As Hutchinson (1979) has commented, the ability to do a job is not necessarily synonymous with the ability to hold it—and here the role of skills relating to interpersonal relations

and social competence is apparent.

A recent study of innovative provision in this area (Panckhurst, 1980) found that the vocational and craft elements of these courses generally showed evidence of being well planned and taught, so reflecting the traditional expertise of the colleges. Panckhurst suggested that this was especially the case where the lecturers involved had recognised that personal and educational benefits accrue from the acquisition of work skills which are often as important as their marketable value, if not actually more so. General and social education elements, on the other hand, were sometimes found to be taught less well. Here Panckhurst indicated that better results tended to be achieved by those courses which transferred teaching in these areas out of the classroom in order to create an emphasis more closely oriented toward the world of work.

The examples given below are of courses designed specifically for school leavers with moderate learning difficulties. The similarity between these courses and the Holland remedial or preparatory courses should be noted, and indeed some courses of this type have been sponsored by the Manpower Services Commission through the Youth Opportunities Programme. Other courses in this category have been solely an educational responsibility. The course presented as Example 3.4 is offered in a college which has pioneered work in this area. In its first year finance was found entirely out of the existing college budget. From then on the course has been self-financing. The sponsoring role of the MSC is considered in detail in a later chapter. It is, however, pertinent to note at this point that the latter part of the course presented as Example 3.5 is MSC sponsored. Example 3.6 was formulated three years ago and at that time the college might have welcomed MSC funding, but among officers from the local education authority who had supported the project there was some doubt about the educational implications of releasing the course to Training Services Division control. Example 3.5 and 3.6 are merely headlines here. Fuller details will be found in Appendix Two.

Example 3.4

Assessment and Work Preparation Course

The course is designed to help handicapped school leavers who, we feel, given a period of assessment combined with education in the broadest sense, will be suitable for open employment. Because of students' physical and mental handicaps and their differing personalities, the course is geared to the needs of the individual. These needs fall into three broad areas: (1) the need to build up self confidence and healthy social attitudes (2) the need to raise educational standards within individual capabilities (3) the need to discover attitudes, aptitudes, attainments and aspirations in the work situation.

Since all students will have been known to the careers service for some time the majority of referrals will therefore come via the careers officers. Other referrals might come via the schools psychological service, parents or schools, all of which are referred to the careers service before being placed on the list for initial assessment.

Two days of assessment are held in June each year, when the prospective students attend college. During this time they are given psychological, educational and dexterity tests, while being assessed socially by observation and interview. Reports are also obtained from the students' schools. The Assessment Panel—comprising representatives of the college, the careers service, community health and the psychological service—meets later when every student is discussed and the course selection made.

Students represent a wide variety of physical, sensory, mental and emotional handicap conditions, with several having more than one handicap. As one student leaves another joins, maintaining numbers between 32 and 40 organised in four equal parallel groups. The maximum length of the course is two years, though many students move into open employment during their second year.

The course has its own base comprising a lecture room for basic subjects and careers lectures, and a workshop for design/craft and workshop practice. Other subjects are taught in specialist rooms within the main college buildings. There are two full-time members of staff, 23 servicing staff, and a number of visiting staff including careers officers and a teacher of the deaf.

The work of the course is divided into three areas, social and recreational, educational and vocational, with approximately equal amounts of time being devoted to each.

Social and Recreational

Home Management	*— Survival*
Personal Care	*— Interpersonal Relationships*
Design/Craft	*— Creativity*
Drama	*— Role Play*
Physical Education	*— Leisure*

Education for significant living without work

Educational

Literacy, Numeracy and Liberal Studies

Vocational

Careers	
Workshop Practice	
Typing	*Attendance*
Brickwork	*Punctuality*
Gardening	*Safety*
Decorating	*Accuracy*
Electrical	*Tenacity*
Motor Vehicle	*Speed*
Textiles	
Hairdressing	

Clearly several of the subjects have an influence in more than one area. Each student has a group core timetable, but as assessment continues, modifications are made to allow for individual special needs. Students are regarded as individuals and encouraged to participate actively in decisions which involve them. Regular tutorials are held when assessments are discussed.

Students are regarded as all other full-time students in the college. Hence they mix as freely as other students at breaks and lunch time. They join in college Complementary Studies and attend extra-mural student functions.

When a student is assessed as being ready for work, an initial two week placement is sought in a suitable occupation near his home. This may be extended—and often is—at the request of the employer. Dependent upon the report received, a student may then be employed by that firm, go on to another placement or resume work in college.

The college maintains close links with the social services, the schools' psychological service, the teacher of the deaf, community health, the CBI and the TUC. Representatives from these agencies, together with those from the education department and the college, comprise the Liaison Committee whose function it is to monitor the work of the course and to make recommendations for future development. Links with the adult training centre have also enabled trainees to join the course on a full-time basis.

The college would now like some form of Industrial Unit to be financed for those (a) who have completed two years on the Assessment and Work Preparation Course but are still unsuitable for open employment, and (b) who are not yet ready for the course.

Each servicing member of staff is given a Course Handbook which gives notes on special needs and teaching modifications. As much help and information is given to them as they may require. Information on day conferences and short courses of in-service training is also given. The college has also offered teachers the City and Guilds 731 course.

Example 3.5

One-year course for students who have left ESN(M) schools

The Students

This is a full-time one-year course for young people who have spent all their school life in special educational establishments, often away from their homes and local communities and who have moderate learning difficulties. The students may have multiple disabilities such as spasticity, mild brain damage or epilepsy as well as social, emotional and educational difficulties. They will be unready for work but likely to

benefit from further education. They will need a considerable amount of personal attention that double staffing and team teaching affords. Students are likely to be recruited from their schools, the careers service, the social services, or other relevant agencies.

Aims and objectives

The course is designed to develop the students' ability to understand and cope within their community and environment and maximise their learning potential in basic skills in order that they might apply them in situations encountered in everyday life. Within these learning situations an education programme will be devised to lead by carefully measured steps to the achievement of the aims. The course objectives are:

1. *To assist further cognitive development, with particular reference to numeracy and literacy.*
2. *To develop social competence and independence.*
3. *To encourage various skills and abilities relevant to their vocational and general development.*
4. *To increase self confidence and foster personal development.*
5. *To increase the students' ability to maintain themselves in the community without recourse to statutory institutional provisions.*
6. *To increase the students' knowledge of survival skills in water safety, fire and accident prevention.*
7. *To exercise and increase their manual and manipulative skills and knowledge of simple repair and maintenance tasks.*
8. *To increase the students' ability to enjoy their leisure in a meaningful and constructive way.*
9. *To assess individual capabilities for employment or other future placement.*

The above are based on the assumption that the ESN/handicapped school leaver will, age for age, be more disadvantaged than his less handicapped contemporary. The course will set out to rectify, as far as possible, this disadvantage as swiftly as practicable. This may mean concentrating on teaching basic skills in important focussed areas and then where appropriate increasing the students' skills over a broader field.

Example 3.6

Work Preparation Course

Students

To be drawn from the local area. The students will be ESN(M) and lower ability comprehensive school pupils. The students attending the course will be selected via the joint consultation of the Careers Advisory Service and personnel at the college. The number of students attending the course at any time will be 10 to 15 (maximum).

Duration

Approximately 28 weeks, five days per week. The first four weeks will be in the Summer term when the students have left school after the Spring Bank Holiday. They then return in September and continue until just before Easter, leaving then to give a better opportunity for job seeking.

Aims of Course

1. *To bring students to an acceptable level of attainment for employment.*
2. *To develop skills and patterns of behaviour that will assist students to obtain and retain employment, or entry to an Industrial Course which will eventually lead to semi-skilled employment.*
3. *To develop and improve life and social skills.*

General Objectives

By the end of the course it is felt that the students will be better equipped to:

(a) *Accept the discipline of working under pressure.*

(b) *Work as one of a team.*

(c) *Use initiative and accept responsibilities within a work situation.*

(*d*) *Understand and conform to basic workshop procedure.*

(*e*) *Develop good work habits eg timekeeping, safety procedures.*

(*f*) *Develop a clear idea of what kind of job they would like to do, and methods to adopt in obtaining a job.*

(*g*) *Improve basic literacy, communication and numerical skills.*

(*h*) *Function in a "social" situation eg form better relationships with colleagues; improve self-confidence etc.*

(*i*) *Handle money, and become familiar with basic essential services and systems eg Social Security, form-filling etc.*

Course content

There will be four main areas of study. The time spent on each area will vary according to the availability of staff, workshops, etc; it is also appreciated that there will be some overlap within the subjects. The approximate time allocation for these four areas will be:

Vocational/Workshop Skills	*12 hours per week*
Work Experience	*10 hours*
Life/Social Skills	*8 hours*
Enrichment	*2 hours*

It will be appreciated that the three courses outlined here exhibit considerable variation in duration, in the emphasis placed on work preparation and so on. There are, however, two important common factors which should be highlighted: first, the fact that within the general framework adopted by each course individual students are offered special programmes based on their own particular aptitudes, interests and levels of development; and secondly, that each course in fact caters for young people with a wide range of disabilities. Students with learning difficulties do not constitute a homogeneous group; moreover, young people with physical, sensory or emotional disabilities may be present. Thus the need for individualised learning programmes is readily apparent. When classes are comprised entirely of students with special needs they tend in any case to be organised on a small group basis in order to facilitate individual attention.

In addition to the courses directed specifically toward students with moderate learning difficulties, several colleges offer courses which are designed to span a wider range of special need. Here students with moderate or severe learning difficulties are accepted to follow the same basic course with adaptations according to individual need. One college, for example, provides a one-year full-time course for sixteen students involving continued basic and vocational education, the development of social and life skills, leisure and recreational activities, with the overall aim of enhancing students' skills while building up their feelings of confidence and independence. The curriculum here includes English, mathematics, crafts, home management, health education, drama and physical education. A one day per week continuation course is run for those students who have completed the course but would benefit from further study. Continuation courses of this kind are in fact provided by a number of colleges who wish to ensure some degree of continuity in the education of their former special course students.

Another college runs a course designed to enable students with moderate or severe learning difficulties to maximise their learning potential in basic skills by applying them in a wide range of everyday contexts. The course lasts for two years during which students undertake a planned programme of graded activities in the five areas of language, numeracy, motor skills, decision-making and social skills. Checklists of the skills which it is hoped students will acquire during the course serve both as a curriculum framework and as an instrument for continuous assessment. The range of contexts in which the skills are taught comprise: the college and classrooms; self-help; travel; work preparation; using the community; leisure; and personal relationships. In addition to the core studies a number of optional subjects are offered including photography, PE, gardening, swimming, pottery, jewellery making, needlework, retail/clerical studies, home repairs, music and yoga. The overall aims of the course are to assist further cognitive development; to develop social competence; to develop a variety of skills likely to be relevant in terms of vocation, occupation or general development; to provide opportunities for personal development; and to assess individual capabilities for employment or other future placement.

The course presented as Example 3.7 illustrates an interesting initiative, unusual in that it is run by a sixth form college. It leads to no formal qualification but the college issues its own certificate to those who complete the course. There are no specific entry requirements, students being admitted on the recommendation of their present school.

Example 3.7

The College Certificate course

This is a one year internally validated course designed to cater for students from ESN(M) special schools and students of limited ability from comprehensive secondary schools. It was first offered in September 1979. Recruitment to the course is by recommendation from the staff of the special school and mainstream schools. The students accepted are intellectually, socially and emotionally backward and/or immature, but are considered to be able to benefit from a further period of education in a sixth form college.

The course aims *to prepare students to live as independent adults and to help them to acquire the practical and social skills needed to obtain and retain suitable employment. The latter aim is thought to be important in spite of the current lack of job opportunities.*

The curriculum *is mainly college-based, but includes two three-week "block" periods of work experience in local firms or service industries. In college the students' programme includes:*

1. *A comprehensive course in* ***LIFE SKILLS*** *The work is arranged in five modules, colour-coded for ease of course organisation and recognition by the student. The modules represent a response to what are seen as the students' needs:*

(a) ***Earning a living****: the world of work—self-awareness, abilities and limitations, acquiring job-information, applying for a job, interview etc.* *(RED)*

(b) ***Living with others****: personal relationships, social institutions, current affairs.* *(YELLOW)*

(c) ***Setting up home****: finding accommodation, furnishing, maintenance.* *(BLACK)*

(d) ***Going places****: travel, public and personal transport, simple maintenance.* *(GREEN)*

(e) ***Living with leisure****: facing possible unemployment.* *(BLUE)*

2. ***BASIC SKILLS****—learning to learn—literacy; numeracy; technology; including simple computer work.*

3. ***COUNSELLING*** *on an individual basis.*

4. ***GENERAL STUDIES*** *and* ***PHYSICAL ACTIVITIES***
—choice carefully guided but students in mixed groups with other students in the college.

In recognition of the fact that attainment levels and interests may be very disparate within these groups, some colleges combine forces to offer special courses on a joint basis in order to make use of the wider range of subject options that such an arrangement can offer.

NATFHE has long advocated the development of special college-based courses for young people with severe learning difficulties which would parallel the secondary phase of mainstream education but be quite different in nature. Such courses would extend from the age of sixteen to the early twenties when the young adult could then enter an adult training centre and receive adult education appropriate to his or her individual needs. It is argued that colleges are qualified to offer a true alternative to staying on at school by providing vocational courses in which the learning of basic literacy and numeracy skills can derive from, and be directly related to, students' vocational interests (NATFHE, 1979).

There are at present very few courses directed specifically toward this target group. Those which do exist tend to be flexible in terms of both duration and entry point. While their curricula are essentially dependent on the needs and level of development of individual students, the overall emphasis is placed on extended basic and social education. Thus, these courses are designed to develop greater independence, confidence and social competence and to provide an opportunity for students to continue their studies in basic

literacy, numeracy and communication. Additional work aimed at encouraging the constructive use of leisure time is not always included, though some courses do involve elements of remedial gymnastics, crafts, music, games and drama and, where possible, a residential element designed to enable students to practise the social and life skills they have learned in college. The two-year "Extended Education Course" offered by one college may serve as an example of the kind of work being done in this area. The course is divided into three broad bands: educational, social and life skills, and work experience. The educational element consists of basic language, literacy and numeracy. In social and life skills students are encouraged to develop their capacity for social interaction, to be able to cook a simple meal, and to cope with a home management programme which includes shopping, laundry work, needlework and leisure activities. Each student on the work experience programme is given day release on employers' premises in a variety of situations such as local supermarkets, the college refectory, parks and gardens, and local nursery schools. For those students for whom this type of work experience would be unrealistic, a similar day release scheme operates with a local adult training centre or industrial training unit. The students are encouraged to join with other groups on courses offered in the college, including pottery, woodwork, dance and physical education, and generally to integrate as far as possible into the normal life of the college and the community. It is interesting to note that while many of the young people following courses of this type have previously attended special schools, an increasing number are now coming from comprehensive schools.

As well as the full-time provisions above, a number of colleges offer part-time courses for leavers from special and ordinary schools. These courses contain essentially similar elements to those offered in the full-time provisions and, for some students, they may act as preparation for subsequent participation in an MSC scheme. For others with more limited chances of moving on to an MSC scheme or to employment they may take the form of general preparation for adult life. The course outlined below provides an example of the kind of work being done for this group.

Example 3.8

Life Preparation Course

The Life Preparation Course is for a full college year, 3 days per week for those handicapped students who would benefit from further education but who may not be suitable for employment at the end of the course.

The objectives of the course are to give assistance in the following areas:

1. *Basic Education*
2. *Social/Personal Education*

1. ***Basic Education***

Time/Number concepts: telling time, estimating time, counting, measuring, weighing, simple arithmetic, money—giving and receiving change, shopping

Social Sight Vocabulary: simple reading, signature, address, completing simple forms, recognising colours and shapes, matching

2. ***Social/Personal Education***

Personal hygiene: washing, bathing, care of nails, hair and teeth

Grooming: combing hair, care of clothes, repairing, laundering, pressing, brushing shoes, appropriate clothing

Dressing and undressing: buttons, zippers, laces

Eating: use of cutlery, table manners

Domestic skills: planning and preparing basic meals, housework

Attention to health: simple first aid, contacting doctor, recognising danger

Use of public transport: knowledge of types of transport, boarding and alighting, routes and schedules, travelling alone, road safety

Communication: speech, expressing opinions, accepting blame, criticisms when appropriate, concern for welfare of others

Relationships: ties with family, workmates acquaintances, members of opposite sex

Shopping: recognition of types of shops, purchasing food, clothing

Leisure: appropriate in the area

Manual and dexterity skills: painting, sewing, pottery, craft.

It will be appreciated from the discussion so far that the planning of special course curricula, particularly for students with moderate to severe learning difficulties, should not be concentrated narrowly on course content but should include questions of appropriate teaching methods, college organisation and the wider societal factors impinging on students' needs and prospects. In this context the diminishing demand for semi-skilled and unskilled labour—that is, the principal industrial categories in which these students have traditicnally found employment—is a fundamental consideration. There are two possible consequences emanating from this which special course designers must take into account: on the one hand, the need to teach transferable skills and generally to enhance students' occupational adaptability; on the other, the need to promote their personal development and encourage the constructuve use of leisure time in order to equip them for the possibility of prolonged unemployment.

Providing for this group of students presents colleges with new problems whose solutions may require a starting point different from the traditional course structure which focussed heavily on a specific vocational goal. Staff with the experience and training necessary to tackle this problem are in short supply. Courses are most commonly taught by a course tutor, who may or may not be trained to work with students with special needs, plus a number of self-selected servicing staff and possibly a part-time remedial teacher. Where special units exist there is more likely to be a nucleus of specialist staff. In general, however, colleges rely on the services of concerned and sympathetic lecturers together with those who are experienced in teaching practical skills to low achievers. Where specialist staff have been recruited, often from special schools, they usually take on the responsibility for teaching the basic education element. Here there is always the problem of finding educational materials appropriate to adolescents. Reading materials for pre-teenage children will not suit 16–19 year olds even if they are at the same level of development. At present lecturers make limited use of materials which are designed to locate literacy and numeracy in the context of social and life skills or the world of work. A certain amount of materials have been produced in recent years such as the MSC-funded Basic Skills Unit output. This is described by Good (1982). When relevant curriculum has been carried out and viable materials produced, thought must be given to dissemination and to ensuring that the materials are made available throughout the FE system.

It is perhaps pertinent to note at this point that any college devised course may be submitted for validation to external examining bodies such as TEC, BEC, the RSA and CGLI, who therefore have a potentially vital role to play in raising the overall standards of work being undertaken in the colleges.

Although the number of special courses is still small and provision tends to be located in a limited number of colleges, several more are currently being planned. Colleges recognise that the overall lack of specialist staff means that they often need help in developing special provisions, and it is common for pilot courses to be guided and monitored by a steering committee of local experts and interested parties. Such committees typically have representatives from the local education authority, the social services, the careers service, and local adult training centres and special schools.

(v) Special Units

The Warnock Report recommended the creation of at least one special unit in a college in each region to serve the needs of young people with more severe disabilities or learning difficulties. Such units were envisaged as self-contained provisions offering craft, vocational, general and social education as well as acting as a supporting base for students following normal courses. It was also suggested that it would be essential in many localities for them to provide residential accommodation. In establishing these units, existing facilities, ease of access, and the interests and experience of staff would be the main criteria for selection. While the availability of residential accommodation is rare, there are a number of colleges which already have special units fulfilling the two main functions proposed: providing special courses; and supporting students following mainstream college courses.

The units described in this section exhibit differences in organisation and emphasis, but a number of common themes may be identified. They do not conform precisely to the Warnock pattern, since they usually provide courses for young people with a whole range of handicapping conditions rather than focussing specifically on the needs of the most severely disabled. As well as offering special full-time and part-time courses, unit

staff often make a major contribution to special link courses and outreach provision. It is also fairly common for adult education classes and the City and Guilds 731 course to be run using the unit's own premises. Indeed there is a general concern within all of the provisions described here that their students should not become isolated from the life of the college as a whole. It has already been mentioned that there is not in practice a clear line of demarcation between special vocational courses and the courses offered within special units, and indeed both of these would appear to be encompassed within certain of the provisions included here.

A small pilot scheme set up in 1969 at North Nottinghamshire College of Further Education has now become a very well-known and highly comprehensive provision with places for 160 students. Its development has been well documented by the principal (Clegg, 1979; 1981) and by the head of the Work Orientation Unit (Hutchinson, 1979; 1982). Currently the WOU provides FE facilities for school leavers with a variety of physical, sensory, intellectual and emotional disabilities from a wide catchment area which covers Nottinghamshire, parts of Derbyshire, South Yorkshire, Lincolnshire and occasionally elsewhere in the United Kingdom. Students are referred to the Unit from the careers service, the social services, disablement resettlement officers (in cases of work failure), voluntary bodies and parents. Before entry, students, together with their school, social worker, doctor and careers officer are required to complete a detailed application form. There follows an interview after which some students are placed in normal or modified courses while continuing to receive support and counselling from the WOU. The remaining students, who constitute the majority, are then assessed on two levels: first, the skills necessary for work are measured by standardised tests or, more commonly, by allocating students to practical work tasks; secondly, *sufficient* skills are assessed in relation to the student's work personality. In this way it is possible for the college to begin to build up a profile for each student which helps in the planning of individualised work programmes and provides an accurate summative evaluation for presentation to an employer. It should be noted at this point that it is possible for these students to move on to modified normal courses in the college after a period in the Unit.

The courses operating in the Work Orientation Unit may be regarded as falling under the general heading of special vocational courses at operative level. In common with the special courses discussed in the previous section they have three elements: vocational, social and educational. The vocational programme takes up half of each student's time throughout the course. An initial period is spent in a well-equipped, purpose-built industrial training workshop whose purpose is to aid in initial and on-going assessment, to set training objectives, to facilitate pre-training where this is deemed necessary, to provide training at operative level, and to offer disabled students an opportunity to work alongside their able-bodied peers. Work situations have been created by obtaining sub-contract work from industry and by developing direct college production lines. Currently students may find themselves engaged in engineering machining, sewing machining, industrial screen printing, plastic injection moulding, printing, light assembly, packaging manufacturing or electronic wiring. The aim here is not so much to train students in particular trades or crafts as to help them adjust to industrial life. During their period in the WOU it is also possible for students to take sample vocational courses in engineering, construction, catering, dress, needlework, fashion, home management, domestic skills and horticulture/playing-field maintenance. Once a student has established an interest in any of these areas specific training is available in the form of a limited skills training course. The final component of the vocational element is work experience with outside employers for periods which vary from one day to four weeks at a time.

The social development element is based on individualised learning programmes in such areas as personal hygiene and grooming, health education, homecraft, family planning, child care, current affairs, and the use of transport, communications and the welfare state. In addition, all students are encouraged to participate in recreational activities. Careful planning and structuring of courses is regarded as essential, and the results of continuous evaluations are fed back into the system to facilitate future planning. The general education element of literacy and numeracy is taught as far as possible in the work context so that students can see the practical relevance of what they are learning. For those students who, because of the severity of their disability, will be unable to move on to employment the Unit offers individual courses under the heading of "significant living without work". These actual provisions vary widely from continued basic education to preparation for Open Uni-

versity degree courses. Here it is hoped that students can be encouraged to develop educational, creative and recreational interests to the point where these can be pursued outside the college.

A provision of this scope and size naturally depends on the existence of a wide range of special resources. In physical terms students have access to such facilities as special toilets, showers, lifts, ramps, loop induction systems and an emergency bleep system. The college also has an on-site medical centre and a large house near the main site where students can learn to live independently. In personnel terms there is an unusually high proportion of specialist teaching, counselling, medical and care staff. The City and Guilds 731 course is offered in the college to staff in all departments, while those recruited to the Work Orientation Unit are trained and experienced in many areas of special education—specialist teachers of the blind, the deaf, the physically handicapped and the emotionally disturbed. In addition the college occasionally calls in external specialist staff including speech therapists, physiotherapists and psychiatrists.

The work done at North Nottinghamshire College is complemented in the south of the county by the "Towards Employment" course offered by West Bridgford College of Further Education. In the last academic year there were 40 places on this course, but the college hopes that this number will be increased in future years. Students with a wide range of physical, sensory, intellectual and emotional disabilities who are not yet ready for employment are accepted on to the course, with the aims of preparing them for the world of work and helping them to achieve their full potential both educationally and socially. Since the students represent a wide variety of abilities and interest—some require continued basic education in language, literacy and numeracy, while others are engaged in GCE studies—programmes are formulated to meet individual needs and are organised on a small group basis. This flexibility is reflected, too, in the duration of the course which is normally expected to be two years but can be shorter or longer than this depending on the level of development of individual students. In addition to their educational studies, students may select from a general studies option and several craft options: carpentry, assembly work on contracts from local industry, painting and decorating, gardening, building, dressmaking and soft toy production, cookery, typing and audio-typing, office studies, printing, environmental studies, art and swimming. Work experience is an important feature of the course and many students are placed on a regular basis with local firms or within the college itself.

The course is based in the main college building where basic educational subjects are taught, but also makes use of a large workshop situated in a college annexe, a garden area, and specialist accommodation belonging to other departments. Some students are seconded on either a full- or part-time basis to existing courses in the college; all are encouraged to use the catering, leisure and recreational facilities, and generally to participate fully in college life. As is the case with North Nottinghamshire College, transport is provided by the local authority to enable students with physical disabilities to attend.

Bridgend College of Technology in Mid-Glamorgan has three units each catering for a different kind of special need. There is a unit for the hearing impaired, a regional special unit for the physically handicapped which includes a purpose-built 28-bed residential hostel on the college site, and an industrial training unit for young people with learning difficulties. The emphasis in the Hearing-Impaired Unit is mainly on social development. In the Unit for the Physically Handicapped provision is essentially flexible in duration but may be of three main types. Severely disabled, less intellectually able students follow "extension" courses which concentrate on basic literacy and numeracy, social and life skills, transferable work skills and the development of students' individual interests and abilities. It is recognised that other further education courses or independent employment are unlikely to be realistic possibilities for these young people and that the development of a stimulating curriculum for them presents the further education sector with one of its greatest challenges. Special vocational or bridging courses are followed by "foundation" students with the aim of enabling them to progress either to mainstream college courses or to employment. Finally, the Unit acts as a supporting base for a small number of students attending mainstream courses in the college, where modifications have been made to the buildings to facilitate physical access. In order to encourage social integration with able-bodied students some of the hostel places are allocated to students following the college's child care course.

The Bridgend Industrial Unit caters for young people with moderate learning difficulties, many of

whom are also lacking in the skills of social and personal interaction. The Unit was established in 1975 in a building which is part of the Bridgend Industrial Estate, and was the first of four such units set up by the Mid-Glamorgan Education Authority. All maintain close links with colleges of further education but, like the provisions discussed earlier in this section, they differ in their approach from the more conventional work preparation courses in that students work in small factories which have their own range of products and undertake contracts for local firms. The aim at Bridgend is not so much to teach specific marketable skills, as to enable students to function effectively in a workshop situation. While all of the students have learning difficulties, they may also be characterised as having "poor linguistic abilities, an inability to recognise non-verbal cues, social maladroitness, poor self-concept, an inability to relate harmoniously even with their peers, lack of confidence, poor role expectancy, inability to manage personal affairs and so on" (Browne, 1979). Thus elements of social and life skills are also seen as fundamental to the overall programme. They are not, however, taught in the formal sense but by taking advantage of situations which arise in day-to-day interactions and in the demands of the job. An atmosphere as close as possible to an industrial environment has been created by making the social learning process a by-product of work and social relationships at work. Contract work may, then, be regarded as the framework used to support this programme of what the Unit's manager describes as "covert education". Essentially the teachers act as foremen who oversee the work as in a normal factory. In the case of literacy and numeracy instruction a teacher comes into the unit four times weekly to provide students with individual tuition according to their particular needs.

Students are predominantly in the 16–19 age group and, although there is a maximum stay of one year, they are expected to leave as soon as they have found employment. Many of them do in fact leave for jobs before the end of the year. Assessment for work readiness is based on a careful observational record of 25 behaviours in five categories—impact on others, acquired knowledge, innate abilities and self concept —each of which is rated once a month on a ten-point scale. Thus a cumulative record is maintained of each student's progress. Accounts of all of the work undertaken and the philosophy underlying it have been provided by the manager of the Unit (Browne, 1977; 1978a; 1978b; 1981), and the reader is referred to these for more detailed information.

A course for young people with learning difficulties and sometimes with associated physical disabilities is offered by Ware College Work Orientation Unit, which was established in 1976 after almost a year of discussions and detailed preparation by a committee widely representative of all interested parties in the locality. The course includes elements of basic literacy and numeracy which are taught by Adult Literacy staff, besides workshop production activities and social skills that are of particular relevance in the workplace. The Unit, like Bridgend, is relatively isolated being located in the premises of an old school situated just over one mile from the main college site. The normal length of the course is one-year full-time, but students may join or leave it at any time during the year.

The Unit has built up a number of outside contacts through which it can provide a regular and varied work flow, giving the students as good an experience of real work as possible within the confines of the college. Orders are received from both commercial and private organisations and from private individuals. It is in fact quite common throughout FE for products manufactured on vocational courses of this kind to be made on a one-off basis specifically for local playgroups, schools or hospitals. Students begin by manufacturing simple products and gradually progress at their own pace to more complicated items as their skills develop. Thus they are given the opportunity also to develop the self-confidence to move to work experience placements either in the college itself or in local industry; these placements are seen as a fundamental component of the provision.

In comparison with the general work of the college the unit has a generous staffing ratio; the course has a maximum of 24 places and is staffed by two full-time teachers, part-time teachers equivalent to one full-time post, and a full-time technician. At present, however, there are only sixteen students attending the Unit—a fact which is seen as particularly disappointing at a time when unemployment among this target group is becoming increasingly problematic. The reasons for this low take-up are described as emanating from transport difficulties and from the problems which have arisen from the withdrawal of social security benefits to students attending the course.

Airedale and Wharfedale College of Further

Education provides full-time courses for students with physical and sensory disabilities or with learning difficulties, as well as work preparation courses under the Youth Opportunities Programme, at its Pudsey Further Education Centre which is situated some miles distant from the main college site. In this instance the college's work in the special needs area originated not from the upper echelons of the staff or the local authority but from the grass roots. It depended for its inception on the initiative and interest of a lecturer with no previous experience of the special education field. Students now attend the Centre from all over the Leeds area; they are generally referred there by the careers service.

The full-time course for physically disabled students may last for one or two years depending on individual needs. Its stated aims are: to assist each student to become as independent as possible; to widen experience and general knowledge, and to develop non-vocational interests; to help students prepare for work; to continue general education; and to help students toward taking a normal place in society. There is a core curriculum which includes domestic skills, personal development, work preparation and work experience (for which the Trident scheme is used), continued general education, social and life skills, a selection of adult education classes, and a study of the local environment. Special courses have been designed for this group in, for example, home maintenance, child care, personal presentation, nutrition and cookery, science, needlework and allied crafts. Special provision is also made for the deaf. In addition students may take a special CSE mathematics course whose content is orientated particularly towards the problems likely to be encountered in everyday living. A flat has been set up in the Centre in which students can practice the kinds of skills they have learned in the home management element of the course. Each student works with the college nurse through a programme including all aspects of personal living for a 24 hour period. When an appropriate level of skill and confidence has been reached, students live in the flat for a week attending classes during the daytime.

At the Centre all facilities used by the disabled are located on the ground floor. Their medical and nursing care is provided largely by volunteers. All students attend the main college for part of each week to attend further education classes, to mix with their peers in the dining and common rooms, and generally to make use of the college's resources and facilities. Access to the main buildings is at present limited to the ground floor, but plans are well under way to install a lift. Both the main college and the Centre are well served by public transport, which students are encouraged to use where possible. Students who cannot use public transport may use special transport provided by the local education authority. There are no fees for the course and most students continue to receive supplementary benefit.

The full-time course for students with moderate learning difficulties normally lasts for one year, but is essentially flexible to allow a student to leave at any time. Some may leave earlier if suitable employment has been found; others may need to stay on for a second year. In general terms its aims are similar to those of the course for the physically disabled and in several areas the curriculum, too, is the same. Again, there are no course fees for students under the age of eighteen who live in the local education authority area. Both courses also share the common feature of a high level of importance being attached to assessment and careers guidance.

One institution renowned for its long-standing commitment to young people with special needs is Bourneville College of Further Education. The provision here is based not in a special unit but in a division of the Community Studies Department. However, the similarity of its organisation to that of the units being discussed accounts for its inclusion in this section of the report. The college has approximately 3,000 students, ten per cent of whom have special needs. Applicants with all kinds of disabilities are invited to apply for any of the courses on offer—both mainstream and special. If it is felt that the college cannot do justice to an applicant (if, for example, an exceptional level of assistance with personal care is needed), the student is nevertheless interviewed in order that he or she may be advised on more appropriate courses of action.

The majority of special needs students join the Special Needs Division of the Community Studies Department which provides all of the college courses for students with learning difficulties and some of the specific provision for the physically disabled and those with hearing or vision impairments. Where students are capable of following mainstream courses in any department, the specialist staff attached to the Special Studies Division function in a support service capacity. This service may range from regular tutorial support for academic subjects to daily help with toileting; from mobility training to

co-ordinating arrangements for transport, the provision of aids and the acquisition of special external examination papers. The Division has six full-time staff all of whom possess qualifications in special education. In addition there are three ancillary staff and fifteen visiting lecturers most of whom have either specialist qualifications or previous experience in the special education field. Example 3.9 is an outline of the range of courses offered within the Division together with a breakdown of the number of students involved during the 1980–81 academic year.

Example 3.9

Courses in Special Studies Division

	1980–81 Student Numbers
*(i) **Moderate learning difficulties***	
(a) F/T First year group (Work Preparation)	*10*
(b) F/T Second year group (Work Experience)	*10*
(c) Special Schools Link I, Mondays	*24*
(d) Special Schools Link III, Wednesdays	*24*
(e) Special Schools Link IV, Thursdays	*24*
(f) Joint (with General Studies Department) provision to local Employment Rehabilitation Centre	*16*
(g) Service in Social and Life Skills to College's Work Introduction Unit, Y.O.P.S., of 100 trainees, of whom up to 40 may be handicapped (10 groups of 10)	*40*
*(ii) **Severe learning difficulties***	
(a) F/T two year course (intake in alternate years)	*10*
(b) Link (Tuesdays) with one particular local E.S.N.(S) school, providing "free" staffing	*8*
(c) General Link (Tuesdays) with several local E.S.N.(S) schools	*8*
(d) Link (Friday) with local hospital	*10*
*(iii) **Physically handicapped***	
(a) P.H. Bridging Course, F/T students wholly on course	*10*
(b) P.H. Bridging Course, P/T students, taking one or two subjects from the course	*4*
(c) P.H. Bridging Course, F/T students based with group for part of course, including tutorials, but who take one or two other subjects elsewhere in College	*6*
*(iv) **Deaf/Partially hearing***	
(a) F/T Y.O.P.S. Course one, 26 weeks	*8*
(b) F/T Y.O.P.S. Course two, 26 weeks	*6*
(c) Saudi Arabian Ministry of Planning Students Group 1	*9*
(d) Saudi Arabian Ministry of Planning Students Group 2	*6*
(e) Adult Evening Group 1	*5*
(f) Adult Evening Group 2	*5*
(g) Special Schools Tuesday Link	*24*
*(v) **Blind/partially sighted***	
(a) Tuesday/Thursday Link Group, Queen Alexandra College	*5*
*(vi) **Students following mainstream courses** (for whom the Special Studies Division provides a support service)*	
(a) physically handicapped	*24*
(b) deaf/partially hearing	*5*
(c) blind/partially sighted	*10*
Total	*311*

In addition the Division is responsible for running the CGLI 731 course for Teachers of the Handicapped in Further Education.

For students with moderate learning difficulties the full-time two-year work preparation course seeks to provide a bridge between school and adult life. It includes

basic educational skills together with practical work of varying types. In the first year the emphasis is placed on college-based work preparation; in the second work experience with outside employers is introduced on a three-days a week basis. Many of the students proceed to YOP schemes including the college's own Work Introduction Unit. The two-year full-time course for students with severe learning difficulties aims to develop maturity and independence by emphasising practical skills, coping with money, timekeeping, survival skills, and basic literacy and numeracy. Special arrangements have been made with the social services to ensure that no student loses an adult training centre place by remaining at college for two years.

The one- or two-year full-time bridging course for the physically handicapped aims to improve students' general educational level, to enhance their employment prospects and to prepare them for further academic studies. Students can take any or all of: City and Guilds Level 1 Communications; City and Guilds Level 1 Numeracy; City and Guilds Cookery for the Handicapped; RSA Typing Stage 1; and GCE or CSE subjects as appropriate. They are also encouraged to participate in college sport and recreational activities and generally to integrate in the social life of the college. The 26-week MSC sponsored full-time course for the deaf and partially hearing is designed to bridge the gap between special school and, hopefully, employment. It concentrates on language, total communication skills and one-to-one speech tutorials, together with practical skills in bakery, cake decoration, keyboard training, mechanical engineering, basketry and woodwork. In the link course for the blind and partially sighted overall emphasis is placed on literacy, numeracy and social and life skills. However, an additional link course introduced in the current academic year is concentrating on basic work skills and an introduction to work experience.

The Special Studies Division has its own suite of base rooms, including one for each of the five main handicapping conditions, six additional rooms, two workshops, and two staff workrooms. Wherever possible, an interchange of rooms with other courses is encouraged in order to avoid a "ghetto" pattern of usage. The base for students with mobility problems is situated near a ground floor main entrance, medical room, library, general office, lifts and special toilets. The college is in fact well equipped in terms both of special facilities, including ramps, stair lifts and special parking areas, and of aids to facilitate access to the curriculum for students with physical and sensory disabilities.

In addition to the special units and departments discussed above, there are a number of special centres which have varying degrees of contact with the further education colleges to which they are attached. Brief details of three of these centres are given here as an illustration of yet another approach to the organisation of special needs provision.

The Ormonde Centre at Newbury College of Further Education provides a useful example of what can be achieved through inter-departmental co-operation within local authorities. The centre originated from a survey carried out by the social services department in the early 1970s which indicated the need for an assessment and day centre for the physically handicapped. Such a centre, with residential facilities, was purpose built on the premises of Newbury College of Further Education and organised as a joint venture by the social services and education departments. It is staffed and run by the social services, with college courses being open to the students who continue to receive back-up and support from the centre. Thirty places are offered to the physically handicapped between the ages of 16 and 65 who, after assessment in basic subjects, perception and co-ordination, are placed on an appropriate programme of training, rehabilitation or occupational therapy. A small number of applicants with moderate learning difficulties are also accepted. The emphasis overall is on encouraging independence and providing opportunities for training rather than on care. To some extent the level of integration between the centre and the college has been restricted by the physical access problems created by the main college building. Nevertheless, students have followed a variety of college courses in both academic and vocational subjects and this model would appear to have enormous potential for future development on a co-operative basis.

An example of a different kind of co-operative venture, also in the Southern Region, is the John Pound Centre which was established by Portsmouth College of Art, Design and Further Education in collaboration with the local residents' association to work in the area of community development and to provide courses in basic subjects and practical skills. For young people with learning difficulties a programme has been developed which consists of an induction phase at the college after which the students are placed in sheltered employment

and visited daily by counsellors who assist them in their transition to the world of work. Provision lasts for 48 weeks per year which allows for the residential assessment period and for students to sample different kinds of work situation before commencing their period of sheltered employment.

Fourways Adult Assessment Centre makes residential provision for young people—usually school leavers—who are more able than the average ATC trainee but are too young for a day centre and cannot move directly into further education. Students are allowed to stay for a maximum of two years. There is a 22-bed hostel and a maximum student enrolment of 35. The centre either employs or has ready access to a range of medical and care staff to meet students' physical requirements, while their educational needs are met largely through a close liaison with Leigh College. Several students attend the college to follow a wide variety of courses, while college staff also work in the centre to provide a programme of literacy and numeracy, social and life skills, work preparation and work experience in co-operation with social services personnel. An important feature of this scheme is its success in bringing together a wide range of specialists to offer co-ordinated assessment and teaching.

Mention has already been made in an earlier section of the role played by the City Literary Institute in the provision of link courses. The Centre for the Deaf, which forms part of the City Lit, should however receive special mention here in relation to the wide range of courses and tutorial services it offers to young people—and adults—with hearing impairments in London and the Home Counties. Link courses are arranged by the Centre to provide a bridge to further education or employment and a chance to acquire additional skills. They are run for final year school leavers in close co-operation with a number of London colleges of further education. The courses are supervised by members of the centre staff, who may combine with college staff to assist with communication and language difficulties. There are two full-time special courses covering commercial and technical studies respectively with inputs on general education, speech and work preparation which are offered on a joint basis by the Centre and North London College of Further Education. A further full-time course of general education provides students with specialist tutors for basic subjects, while practical studies are undertaken at various colleges of further education. Numerous other courses are provided for those whose work brings them into contact with the deaf and hearing impaired, as well as part-time and evening courses for the hearing impaired themselves. Specialist staff are available to assist students following courses in colleges of further education and to advise and train college lecturers working with hearing impaired students. For many years the Centre has acted as a base for peripatetic teachers of the deaf who visit colleges in the London area to help with and advise on the education of hearing impaired students.

(vi) **Outreach**

A significant and developing contribution made by colleges of further education and adult education centres is that of outreach provision, whereby staff move out into the community to provide educational opportunities for young people and adults with special needs. This may take place in a variety of settings including adult training centres, day centres, employment rehabilitation centres, hospitals and students' own homes. Warnock made specific mention of the potential role of the education service in providing the educational element of the work carried out in adult training centres, day centres and hospitals. Certainly there is growing evidence of the effectiveness of outreach provision in offering intellectual stimulation and maintaining some degree of continuity in the education of young people in the process of transition to adult life. A case study of outreach from a college of further education to a day centre (Flint, Wells and Vernon, 1977) clearly illustrated that one of the many benefits may also be in encouraging young people to reconsider the possibility of attending college-based courses.

Examples are given below of the outreach provision offered by three colleges of further education.

Example 3.10

Members of the college staff spend a total of twenty-three hours each week at psychiatric day centres within the city. Courses are offered to all those who feel interested and able to attend. The curriculum varies according to the mental health and intellectual abilities of the students

concerned but is designed to include basic education, drama, arts and crafts, educational visits and life and social skills. As students develop self-confidence they are given the opportunity to develop their new interests further by attending either special or mainstream courses in the college. In addition two full-time members of staff team-teach for two hours each week providing very basic general education and communication skills for twenty-five mentally handicapped adults based in a residential centre. The college is currently involved in planning two other outreach provisions. The first is a ten-week course in crafts such as pottery, weaving, picture framing and basket-work for care assistants at day centres for the physically handicapped. The second will involve teaching in a new day centre for those with physical and sensory disabilities. In both cases the college was approached by the centres with requests for assistance.

Example 3.11

College staff provide a one-year full-time course for 105 students in a hospital for the mentally handicapped, which includes basic literacy, numeracy and communication, art, poetry, drama, music and dancing. A one-year part-time course offered in another hospital for the mentally handicapped provides literacy, home economics, flower arranging, beauty culture and liberal studies. Two further part-time courses are offered in centres for the physically and mentally handicapped. For the former there are opportunities to participate in numerous social activities as well as to follow courses in gardening, horticulture and liberal studies. The curriculum in the centre for the mentally handicapped includes cookery, cleaning and home management. A similar curriculum is offered in two residential homes for the mentally handicapped. In addition college staff work in several homes for the elderly.

Example 3.12

This college provides staff to teach mainly recreational subjects such as painting, pottery, music and movement, macrame, crochet and dress at a day centre for the physically handicapped. The main thrust of its outreach provision is, however, a long-established home-link scheme which is run solely with the services of volunteer tutors from the college staff. Those tutors are linked with students whose interests match their own and whom they visit in their homes to provide study opportunities in a variety of subject areas.

The development of outreach provision is highly dependent on the interest and personal commitment of individual FE lecturers. It is, then, most encouraging to note the steady expansion of work of this kind. Certainly outreach would appear to have enormous potential for young people with special needs, not least since it offers a relatively inexpensive means of ensuring some form of continued education for those who find that the traditional vocationally orientated courses are not only inaccessible, but also irrelevant to their personal circumstances.

Chapter 4
Specialist Colleges

Further education is provided in specialist colleges or in FE departments attached to special schools for a number of young people with particular disabilities. Most of these establishments offer a national coverage. With the exception of Hereward College in Coventry they are run by voluntary bodies. Most were originally established to provide vocational training, and became engaged in education only because prospective clients needed additional educational inputs before progressing to vocational courses.

These establishments cater for a variety of young people, especially those with physical handicaps or sensory impairments. Many were set up for particular groups such as the blind or those with cerebral palsy. They vary in the extent to which they mix students with different disabling conditions. Some still confine themselves to applicants from a narrow band of specific disabilities, while others cater for students across a wide range of special needs. They vary also in the age range of their intake. Some of the more vocationally oriented establishments have a population many of whom are in their mid-30s, while those with a stronger educational element are likely to cater exclusively for 16–19 year olds. Given these constraints, the majority of colleges operate on flexible entry requirements, decisions being made largely on the grounds that an applicant is likely to benefit from the courses on offer. Referral to the specialist colleges is usually made by a specialist careers officer, though schools, parents and bodies such as the Spastics Society may also be involved.

The largest sector within this provision is that catering for the physically handicapped, though as noted this will include many young people with additional disabilities. There are four residential training colleges for the disabled run by voluntary organisations with financial and technical assistance from the Training Services Division of the Manpower Services Commission—Queen Elizabeth's, Finchale, St Loye's and Portland. The principals of these four colleges meet on a regular basis to discuss policy and co-ordinate developments. Since certain courses are offered by one college only, each may be regarded as serving a national clientele. Between them they offer a wide range of educational and vocational opportunities for both adults and young people with special needs, though the emphasis placed on specifically educational provision varies from college to college. It may take the form of remedial education in literacy, numeracy and basic subjects or it may be more closely related to particular vocational course requirements. The pattern at St Loye's, for example, is for students to attend a purpose-built further education unit where they undertake a one-year foundation course which is comprised of three main elements: assessment and pre-training in commercial, technical and manual skills; remedial tuition in basic subjects; and a broadly based programme of general and social studies. At the end of this course students are able to decide on the vocational area best suited to their interests and abilities, and the majority go on to train in one of the wide range of vocational, commercial and technical courses offered by the college. For those considered unsuitable for further training, a one term Work Preparation course is available. Jowett (1982) has recently completed a detailed study of this provision. Similarly, pre-vocational assessment courses at Queen Elizabeth's can lead directly to training in the college, while the multi-purpose unit at Portland is designed specifically as a bridge for those who are not yet considered ready to undertake a course of systematic vocational training. The vocational courses themselves can last from three months to two years and in some cases will lead to recognised qualifications, such as those offered by the Royal Society of Arts and the City and Guilds.

The trend towards increasing FE provision within the voluntary sector is further evidenced by the steps taken by the Spastics Society to convert two of its training establishments to further education colleges to cater for the needs of less able physically handicapped 16–19 year olds—Beaumont College of Further Education which caters for 60 to 70 less socially mature cerebral palsied school leavers and Dene College Continued Education Centre which provides for 40 multiply handicapped school leavers who have attended the Society's three schools for pupils with learning difficulties. The Spastics Society has maintained an industrial training centre with specifically vocational purposes—Sherrards—while at the same time experimenting with new approaches in the further education area. The emphasis at the Spastics Society colleges is on providing broadly based educational and social experience to encourage independence, to compensate for slow or interrupted development at school, to enable students to move on to further education, training or employment and generally to act as a bridge to participation in adult society. As well as basic language, literacy and numeracy programmes, work is undertaken to develop social and life

skills and to improve creative skills and techniques in, for example, metal work, printing, woodwork and illustration. Courses may last for one or two years depending on the particular college, though at Oakwood Further Education Centre, which caters mainly for severely handicapped spastics of above average ability, courses are flexible and students stay for variable periods of time.

Where open employment is out of the question the main aim is to assist young people in coping with the kinds of situation they are likely to encounter in the community. Dene College, for example, operates a two-year course for profoundly handicapped students with a major emphasis on helping them make the transition to adult life. Each individual has a highly structured programme of basic education designed specifically to meet his or her particular needs, together with a programme of social and life skills. In the final year students are introduced to community facilities and assisted towards achieving independence as far as this is possible in individual cases.

A wide range of further education, assessment, vocational guidance and vocational training courses are offered in specialist colleges and centres for the visually impaired and for the hearing impaired. The Royal National Institutes for the Blind and for the Deaf play an important role here along with other voluntary organisations.

The Royal National College for the Blind is the only college of further education for the visually handicapped which is recognised as such by the DES. The College has 200 visually handicapped students, all of whom are being prepared for open employment or higher education in its departments of business studies, computer studies, general studies and living skills. Where appropriate, students are able to carry out periods of work experience in local firms with the support of staff attached to the Living Skills Department. The College also has its own maisonette where students can practise independent living. Particular emphasis is placed on encouraging students in developing an appreciation of the arts. Most students have contact with the RNIB careers officers or with the careers service and BPROs in their home area. For those who do not return to their home area after completing their course, the College has established contacts with social services and voluntary agencies throughout the country.

A variety of vocational and non-vocational courses are offered in colleges designated for other specific groups of young people, such as the epileptic or maladjusted. In addition, the National Society for Mentally Handicapped Children and Adults (MENCAP) runs a rural training centre and two establishments providing non-vocational advanced social training for mentally handicapped young people.

The funding of Hereward College of Further Education as a residential college for physically handicapped school leavers marked a departure in the pattern of provision since it is maintained by local education authorities and not run by a voluntary body. The college caters for 100 students who are offered courses similar to those available in other colleges of further education and, though students come primarily from special schools, they are of average and above average ability. Courses last from one to three years and, while being chiefly directed towards academic goals, also emphasise the development of independence in daily living. In addition to its foundation (bridging) courses, the college programme has five major components: academic studies, self care, mobility, activities of daily living and communication. Having completed a course at Hereward, students tend to go on to further and higher education or directly into employment. Hereward has always recognised the importance of eventually integrating its students into the wider community and is assisted towards this end by the presence on the same campus of Tile Hill College of Further Education. In recent years access to Tile Hill has been substantially improved, which means that Hereward students are able to make use of its facilities—such as the sports hall and library—and some courses are organised on a co-operative basis by the two colleges. A comprehensive account of the provision at Hereward is given by Panckhurst and McAllister (1980).

Since the specialist colleges tend to cater for more severely handicapped young people, many of their staff favour segregated provision. This allows a concentration of resources and the opportunity to develop independence and confidence in a sheltered environment. Students themselves often suggest that segregated provision enables them to form an adult identity and gain peer group support. Many do not consider attending local education authority provision, believing that they would be unable to cope with the courses and might find themselves faced with adverse reactions to their disability.

A small number of specialist colleges however have made arrangements for students considered suitable to attend a local college of further education on a day release basis, thereby enabling them to benefit from the course and from contacts with the wider community, while receiving back-up support from their specialist institutions. Others act as residential support units for students attending full-time courses at local colleges. The Further Education Department at the Royal School for the Deaf, Derby, may serve as an example of this type of support provision. Here young people attending academic and vocational courses at local colleges of further and higher education are able to call upon the support of a residential tutorial unit for the hearing impaired and a team of specialist teachers of the deaf. The amount of support required by individual students naturally varies according to the severity of their disability, their specific educational needs and the demands of the courses they are following. They are offered timetabled tutorials on at least three evenings a week which take place in the Further Education Department and are staffed by a pool of tutors who are subject specialists, college lecturers or teachers of the deaf. These tutorials may involve numeracy and literacy instruction, life skills or additional work on the subjects they are studying as part of their college courses. Staff are also able to advise parents and careers officers on the suitability for a wide range of courses.

In many of the specialist institutions courses are run continuously with no academic terms. This means that it is possible to operate a staggered entry system with instruction being given on an individual or small group basis. An additional advantage of this arrangement relates to work experience placements, which are often an essential component of the courses on offer. At Hereward College it was found that attempts to avoid the disruption of academic courses by arranging work experience placements all at the same point in the academic year made it extremely difficult for suitable placements to be found at all—and at least temporarily work experience had to be dropped in favour of work observation visits to local firms.

Other specialist colleges admit students only at the beginning of term: for example Derwen Training College, where a one term assessment period may be followed by a social or vocational training course of from one to three years. Here 130 school leavers with physical and/or mental disabilities move systematically through all the college departments, where they are assessed on, for instance, academic abilities, manual dexterity, powers of concentration, ability to understand and carry out instructions, and motivation. Academic work is undertaken in the further education unit throughout the period of training, but is optional after the age of eighteen. Vocational training courses are offered in one of twelve vocational areas—such as carpentry, gardening, catering and office studies—with the main purpose of developing skills necessary for eventual placement in open employment, though short or long-term employment may also be offered to students in the college's own workshops.

The National Star Centre for Disabled Youth which caters for up to 100 physically disabled students is another example of an institution where students are admitted only at the beginnning of term. Again, as at Derwen College, a variety of courses are offered at the eno of a one-term assessment period. Here, however, the main emphasis is on general rather than vocational education with a strong element of social and life skills development.

In considering the vital role played by these colleges it is important to remember that, compared with the provision potentially available in the further education sector as a whole, the number of young people involved is small. While the largest of the colleges cater for up to two hundred, most offer places for less than a hundred students to carry out individual learning programmes. The Warnock Report envisaged them as fitting in time into a regional pattern. However, they are not uniformly distributed throughout England and Wales and the survival of some might be jeopardized if their catchment areas were to be reduced to regions. It is argued that these colleges should instead be encouraged to take on a more innovative role in relation to staff and curriculum development, as well as continuing with their present work. They have amassed a wealth of experience and expertise and could act as a valuable resource for maintained colleges which are increasingly being encouraged to open their doors to young people with special needs. It is interesting to note that in recent years the specialist colleges have observed that the nature of their student population is changing in emphasis towards those with more severe disabilities as increasing numbers of their potential clientele are being directed towards mainstream further education.

Chapter 5
Youth Opportunities Programme

The Youth Opportunities Programme was established under the Special Programmes Division of the Manpower Services Commission in 1978 to provide an integrated range of training schemes and courses for young people aged under 19 who have been unemployed for six weeks or more. Its chief aims are to offer a constructive alternative to these young people and to improve their employment prospects. It offers a wide range of work preparation courses and work experience schemes tailored to individual and local needs. (The Programme is due to be replaced in 1983 by a Youth Training Scheme, described in a recent Government White Paper (DOE, 1981).)

Among the curricular developments in YOP recommended by DES Circular 10/77 are "improved provision for the disabled and handicapped" and "provision of the type to which the Holland Report drew special attention, directed towards helping school leavers of low educational achievement and social competence, many of them deficient in the basic skills of literacy and numeracy". A major study by Walker (1980) found that handicapped school leavers were four times as likely to be unemployed as their peers and, moreover, were likely to be unemployed for a longer period of time. About one per cent of young people currently participating in YOP are registered disabled. It is, however, difficult to obtain precise information on overall numbers since many people with special needs—and particularly those with moderate learning difficulties—prefer to avoid the stigma of registration (Department of Employment, 1972; Tizard, 1974).

Aspect of YOP provision have already been mentioned in earlier chapters. This section brings together the various types of opportunity for specific consideration.

Two kinds of opportunity for unemployed young people are offered by the Manpower Services Commission under the Youth Opportunites Programme: work preparation, which accounts for approximately 20 per cent of the total intake of young people, and work experience which accounts for the remaining 80 per cent. In the work preparation area the MSC pays fees to training contractors, some 60 per cent of whom are in the further education sector, but can be industrial, commercial or voluntary organisations. On the work experience side day release is funded by the MSC for trainees to undertake off-the-job training, while grants are given to organisations that set up community service, project based work experience or training workshop schemes. All courses are designed locally within a nationally agreed curricular framework. The further education sector is able to contribute to YOP not only by providing work preparation courses and educational support for those in work experience placements, but also by assisting with staff training, co-ordinating integrated schemes of work preparation and work experience, and offering an educational consultancy service to other bodies and individuals involved in YOP provision. It should, however, be noted that the role of the MSC has in fact presented something of a paradox for course development in FE. On the one hand, work with the young unemployed has undoubtedly been invigorated by the new initiatives carried out under YOP; on the other, colleges have felt forced to cut down on elements of general education content so as not to render them ineligible for MSC funding, and this is sometimes believed to have had an inhibiting effect on curriculum development.

WORK PREPARATION

Work preparation courses may be divided into five main types: Young Persons' Work Preparation Courses; Standard Rehabilitation Courses; Work Introduction Courses; Short Training Courses and other miscellaneous provisions. As will be seen, some of these are more appropriate than others for young people with special needs.

(i) Young Persons' Work Preparation Courses (YPWPCs)

These courses have been provided for more than a decade at several Employment Rehabilitation Centres for young people who, as a result of physical or mental disability, require preparation for work before actually entering employment. In response to the Warnock Report the growth in YPWPCs has been accelerated so that they are now offered in virtually all ERCs. In practice some 60 per cent of entrants are from special schools, most of the remainder coming from remedial streams of mainstream secondary schools. More than half of the trainees have moderate learning difficulties, while others have perceptual, medical or behavioural problems or are physically handicapped. While they are attending

the Employment Rehabilitation Centre the vast majority continue to live at home. Applications are generally made through the careers service on a standard form which collates basic educational and medical information. Selection is then made on the basis of this form, possibly backed by additional information received from schools and specialist careers officers, and in the case of a small number of centres by personal interview with the applicant.

YPWPCs normally last for thirteen weeks and are run three times a year corresponding to academic terms. This is, however, generally considered too short to cater adequately for the whole range of young people who are attending ERCs. Course content emphasises practical work conditions that are likely to be encountered on entering employment, as well as offering an element of remedial education in literacy and numeracy. Each course is run in partnership with a local education authority, which provides an appropriately qualified remedial teacher.

Trainees are assessed throughout the course on factors related to work performance—such as attitude, work habits, skills, ability to undertake different types of work—and on educational skills related to the work situation—completing forms, understanding pay. This then enables their supervisors to offer them guidance concerning their suitability for a range of specific jobs and to make eventual job or training recommendations. The aim overall is to assess employment potential by exposing trainees to a realistic working environment. The national survey of YPWPCs carried out by Speake and Whelan (1977) showed that there is however some question as to whether ERCs are successful in establishing such an environment in the absence of the drive to create a marketable product. Although a range of work is offered, most of it takes the form of work without tools—packing, sorting, assembly—or with non-powered handtools—painting, sawing, cutting. In this sense the work is very similar in nature to that offered by adult training centres. Courses are structured so that trainees tend to stay as a group in their own Young Persons' Workshop for the first one to three weeks. Although a small number may stay for a longer period, the majority move through a variety of work experiences in the adult sections. ERCs often share a campus with other facilities such as a Skillcentre or Remploy factory, but courses do not generally take advantage of the work experience potential that such facilities might offer. A number of trainees do have the opportunity of work experience in local firms.

The educational component of the course varies according to the particular centre that each trainee is attending. Nevertheless there are a number of common elements which may be identified as appearing in the curriculum of most courses: behaviour at interview, social sight vocabulary, hygiene and personal appearance, telling the time, counting, measuring, use of money, comprehension of the wage packet, reading and basic mathematics. In addition to structured classroom methods, teachers also use less formal approaches to teaching various topics. Some of these are: educational and industrial visits, discussion groups, talks given by outside speakers, and films on a variety of work related topics. There are, however, wide differences between the courses in terms of the funds they have available for the purchase of educational materials.

The generally positive outcome of the Speake and Whelan (ibid) evaluation led the MSC to double the number of existing YPWPCs and further research has been carried out as a result of the survey. Overall, however, it must be recognised that a danger exists that poor co-ordination between ERCs and other providing institutions can lead to an inconsistent progression through courses, and hence to inadequate work preparation. This is a particularly urgent problem for this group of young people, many of whom frequently exhibit severe emotional difficulties.

(ii) **Standard Rehabilitation Courses** (SRCs)

Employment Rehabilitation Centres also offer Standard Rehabilitation courses which are intended primarily for adults. Some of these do come under the remit of the Youth Opportunities Programme since young people are eligible for attendance though few in fact engage on them. They cannot be regarded as a specifically youth oriented provision and relatively small numbers of 16–19 year olds are involved.

(iii) **Work Introduction Courses** (WICs)

Courses under this heading aim to provide less able young people with a wide range of basic work skills in addition to the kinds of life and social skills that are

closely related to the world of work and to obtaining and holding down a job. Here the colleges of further education take on a major providing role. A recent survey undertaken by the Manpower and Intelligence Planning Division of the MSC (Bartholemew, 1980) found that almost 80 per cent of all Work Introduction Courses were based in premises which were part of a college campus, with almost all of the remainder having some formal organisational link with their local college. Three-quarters of the courses were of a standard length (usually thirteen weeks) with a block entry system, the others operating a rolling programme with a staggered entry system. There were variations between regions so that, for example, courses run in Wales were predominantly organised on a rolling programme basis, while all courses in the Yorkshire and Humberside and North-West regions were of a standard length. WICs have proved to be an important resource in providing for young people with a wide range of disabilities: 64 per cent of course organisers reported that they were catering for students with moderate learning difficulties, 56 per cent for students with low educational ability, 51 per cent with behaviour problems, 51 per cent with problems of literacy, numeracy and comunication, and 47 per cent for students with some form of physical disability or health problem. In practice young people classified as having moderate learning difficulties constituted 37 per cent of trainees on all courses. However, one third of the courses did operate according to a set percentage system for recruiting trainees in this category.

Each Work Introduction Course entails a weekly average of 33 teaching hours, most of which are taken by Lecturers Grade I, though more senior staff, part-time lecturers and technicians may also be involved. Approximately half of these teaching hours are normally devoted to practical skills subjects such as gardening, catering, woodwork, painting and decorating, industrial sewing and electrical assembly, the remainder being spent on numeracy, literacy and communication skills and on general social skills training, particularly as they relate to applying for and holding down jobs. On average trainees spend just over three-quarters of their course within the college and the remaining quarter on work experience placements either with outside employers or within the college premises, though again there are significant regional variations to this pattern. The MSC survey mentioned above found that overall 20 per cent of course organisers offered no work experience placements, though some of these did indicate that such placements were being planned for the future. Apart from their teaching commitments, lecturers involved in the WICs provision are also required to devote some of their time to formal and informal meetings where the progress of individual trainees is discussed and to industrial liaison. On average four hours per week are spent on arranging work experience placements for WICs trainees.

Examples are given below of specific Work Introduction Course programmes currently on offer in two colleges of further education. It is interesting to note that the college offering Example 5.2 is pioneering a residential element of its WIC provision, in which students join with those from other parts of the county who are following an essentially similar course. Details of the course content of Example 5.2 are given in Appendix Three.

Example 5.1

Course objectives: to provide vocational and educational training to enable trainees to progress on to other components of the YOP programme or to obtain work.

Occupancy: ESN(M) and other low achieving school leavers.

Method: We intend that all trainees should do the following modules, but we recognise that there will be a need for flexibility to maximise the benefit to trainees.

Modules: The theme through the following Modules will be to develop skills which are relevant to employment by teaching the use of tools and procedures. We intend that these (and particularly the Life Skills Module) be taught in a manner which will enhance the individual's self-image.

***Woodwork Module** (52 hours)*

Marking-out: using rule, square, pencil, marking knife and gauges.
Preparing and shaping timber: using plane, saw, chisel and drill.
Joining timber: using nails, glue and screws.

Finishing: including checking, testing and varnishing.
A finished article, for example a table, will be completed by trainees.
A necessary part of the above will be the inclusion of instruction in the interpretation of working drawings.

***Metalwork Module** (26 hours)*

Marking out: using rule, try square, scriber and dividers.
Shaping: using file, hacksaw, centre punch and drill (hand and power).
Rivetting: using hammer and rivet set.
Joining metals: including soldering and welding.
Finishing: including checking, testing and painting.
Interpretation of working drawings.

***Building Module** (26 hours)*

Marking out: use of rule, square, pencil, spirit level and gauges.
Application and trowelling of cements and mortar using handboard, trowels, hammers and chisels.
Cutting, drilling and shaping wall tiles and bricks to suit various bonding situations.
Finishing: to include checking levels, pointing and grouting.
Project: a finished and permanent area of wall tiling will be completed to encourage a sense of achievement in the trainees.

***Office Duties Module** (56 hours)*

Duplicating: using spirit and ink machines.
Keyboard skills: using typewriters, calculators and adding machines.
Filing: by numerical, chronological and alphabetical order.
Procedures for handling incoming and outgoing mail.
Simple stock control: signing items in and out.

***Life Skills and Tutorial** (91 hours)*

The content will depend to an extent on the ability level of the group. Our experience with this type of trainee to date would suggest that the following areas of work be included:
Understanding and relaying oral messages, use of telephone, reading and understanding common notices, writing simple notes to employers/work-mates, completing application forms and brief letters, being able to present themselves in an acceptable manner at interview.
Under a "numercical" heading, trainees should understand the four rules of number and apply them particularly to money transactions, have a knowledge of personal budgeting and opening a bank account, understand the 24 hour clock and use a simple street map. A tutorial period will be set aside to deal with individual problems and to assist trainees to progress to other YOP schemes or to obtain full-time employment.

***Display, Decoration and Design Module** (39 hours)*

Preparation: priming of surfaces for painting, including stripping, sanding.
Methods of painting: including brush, spray, roller and pad.
Principles of Design: planning a room decor, visualisation through computer, measuring, drawing, tracing and estimation of materials.
Display and Presentation: creating harmony or emphasis, props for varying heights, use of lighting, mounting.
Furniture: renovation including stripping and painting. Make-up of soft furnishings, use of sewing machine.

***Food Preparation Module** (26 hours)*

Tour of Kitchens—examination of large equipment, lighting ovens, steamer, friture, dismantling and cleaning.
Food Service—Restaurant, Refectory operation, laying up of tables, folding serviettes.
Restaurant Menage—use of dishwasher, cleaning cutlery, glassware, use of still, brewing coffee, tea, chocolate, etc.

Accommodation Operations—use of vacuum cleaner, floor polisher, mops, brushes. Cleaning of windows, floors, walls, bathrooms. Use of polishes, bleaches.

Preparation of Vegetables—use of knives, peelers, cutting, slicing, chopping of vegetables. Soup making.

Cooking of frozen vegetables—use of frozen meals, boil in bag, etc.

Cooking egg dishes—poached, scrambled, fried, boiled.

Snack meals—sausage, burgers, beans, cheese on toast.

Visit to self-service cafeteria—view operations of kitchens and serving area.

Preparation of pastry—using mixes, preparation of fruit pies.

Preparation of sandwiches—open, closed, and simple biscuit mixtures, preparation of gateaux.

Preparation of buffet presentation to all WIC staff and friends.

***Work Experience Module** (78 hours)*

Local employers will be contacted with a view to trainees spending each Monday of the course outside College. Every effort will be made to secure places to match individual aspirations and capabilities. Opportunity will also be provided for the trainee to experience at least two different work experience placements.

Example 5.2

The following details show how the Work Introduction Course has been designed to meet the individual needs of each student and at the same time to develop those skills which will lead to a better chance of employment. By hinging all activities around the student's singular purpose of finding employment and by carrying out these activities in the real world and limiting classroom simulation, the course leads the student towards gainful employment as opposed to returning him/her to the ranks of the disillusioned unemployed.

Course Aims

To widen the young person's knowledge, understanding and experience of the world of work in preparation for it, by developing work skills through discussion groups and a wide use of audio-visual aids.

To provide positive, practical help to young people with their various unemployment problems by stimulating individual initiative, action and creative thought through a variety of educational exercises to be outlined, and the cultivation of awareness, appreciation and understanding of the factors influencing selection for employment, through practical activity and first hand experience.

To develop self-confidence and action skills.

To improve, where necessary, the young person's ability to communicate both in speech and writing, with special emphasis on practical work and the real person-to-person situation, including such matters as the use of the telephone, interviews, letter-writing and form-filling.

To improve, where necessary, the young person's ability in numeracy, so that his/her standard meets those imposed by local employers, when recruiting.

To identify potential, diagnose individual educational weaknesses and provide appropriate assistance.

To provide the young person with the opportunity to broaden his/her general education and to extend his/her horizons through a programme of activities and discussion sessions.

To help the student to understand more fully his/her role and responsibilities in the world of work and in society in general.

Student Selection

Identification of those youngsters for whom employment difficulties may arise will initially be through consultation between careers officers and schools. Final selection of youngsters for the course will be made by a course selection panel, comprising careers office, Training Services Division and college personnel.

Although the course is aimed primarily at those youngsters who need only a small amount of numeracy and communication instruction, together with other elements of the course, to bring them to the standard required for entry into normal employment or another YOP scheme, selection for the course must be based on the local unemployment situation prevailing at the time. To meet this situation, it may be necessary at the request of the careers offices or job centres, to assist those youngsters who have been classified as ESN(M).

Course Duration

The Work Introduction Course will be 26 weeks in length and will consist of two 13 week periods, each structured differently, and designed to meet the needs of the students as they progress through the course.

During the first period of 13 weeks, students will attend college for an average of 2½ days each week. The remaining time will be spent in industrial placement carrying out training programmes designed to provide general and specific work skills. In addition, during this first thirteen week period, one week will be spent at a residential centre.

In the second 13 week period, students will spend five days a week on employers' premises continuing with training set up during the first 13 weeks, or working through new programmes.

It is assumed that the students will work a 35 hour week throughout the course.

(iv) **Short Training Courses** (STCs)

These courses are designed to provide training in basic skills to prepare trainees for jobs at semi-skilled or operator level and may be preceded by a period of structured training assessment. Many include instruction in social and life skills and some in remedial literacy and numeracy as well as preparing young people for specific areas of employment which relate to opportunities in the local labour market, such as catering, construction, clerical work, retail distribution and engineering. Indeed, it is often difficult to identify much difference in content and teaching methods between STCs and traditional FE craft courses. In general, however, STCs are aimed at young people who already have a clear and realistic idea of the kind of work they want to do and, as such, are not always appropriate for young people with special educational needs. For many of them WICs have proved to be a more suitable alternative, at least in the first instance.

(v) **Other courses**

Employment induction, occupational selection, short assessment, self-presentation and other short courses are also available under the auspices of the Youth Opportunities Programme and frequently involve an input from the further education sector. Short assessment and employment induction courses are two or three weeks long and are designed for young people who are uncertain of the kind of local job opportunities and perhaps are lacking in self-confidence. Trainees are assessed in order to ascertain the type of work which matches their interests and abilities and offered guidance in obtaining and holding down a job. They are given experience of a variety of work-related activities and skills and, where necessary, remedial tuition in language and literacy. The courses are usually based in employers' premises, though some colleges do offer them. The time available does mean that this provision is not generally sufficient to cater for young people with special needs.

Occupational Selection Courses usually run for thirteen weeks, but may be shorter or longer than this depending on the level of aptitude and ability of individual trainees. Short courses offer an assessment period followed by a programme of skills instruction chosen on the basis of the assessment. Longer courses enable trainees to explore a range of occupational areas as well as receiving instruction in social and life skills and in literacy and numeracy. Colleges of further education make an important contribution here since they in particular have the necessary facilities to prepare trainees in a wide variety of occupational areas. In some cases this is done by grouping the activities in a multi-skills workshop (a room, often arranged as a collection of training bays, which is equipped for the assessment and practice of a number of diverse skills). In others the activities

or sampling units in vocational workshops are supplemented by release to work experience either on the college premises or in local industry.

WORK EXPERIENCE

The Youth Opportunities Programme offers four different kinds of work experience:

(i) **Work experience on employers' premises** (WEEP) places trainees directly with an employer, which means that the experience available to each young person participating will depend on such factors as size of workplace and the kind of work being carried out.

(ii) **Project-based work experience** (PBWE) is designed to provide an introduction to work, experience of scheduling tasks and, in particular, an opportunity to work in groups on specific projects which are of benefit to the community, for example, by improving the environment.

(iii) **Community service** (CS) undertakes to provide trainees with an opportunity to try a number of different types of work, acquire a range of basic skills and develop relationships in working with other people to supplement existing services of value to the community or to provide new ones.

(iv) **Training Workshops** (TW) aim to give young people training and experience in a variety of basic skills which will help them to find permanent employment. Goods are produced for sale and services provided under supervision in an environment which resembles as closely as possible a normal workplace. Training Workshops are expensive to establish but are on the increase, and are generally providing more places for the physically as well as mentally disabled.

The MSC envisaged from the outset that opportunities should be provided for young people to undertake relevant education and training as an essential part of their work experience. Indeed, DES Circular 10/77 noted the desirability of including "a fully-integrated element of further education (which) will become the rule rather than the exception" (para 5). In the event the latest MSC survey (Greaves, 1981) shows that only 28 per cent of work experience trainees were offered off-the-job training as part of their scheme, and of these only three out of every four accepted it. Thus, 22 per cent—67,000—of trainees actually received training in the 1980/81 programme. This number was 7 per cent up on the previous year, but because of the massive increase in YOP in 1980/81 it represented a fall of about 13 per cent in the overall percentage of young people going for training.

A number of other trends emerge from comparisons with the previous year. The proportion of people receiving training in colleges of further education rose (from 49 per cent to 61 per cent). This was matched by a corresponding drop in the proportion receiving training at the work place (from 37 per cent to 23 per cent). The proportion receiving training elsewhere—at skillcentres or youth and community centres—stayed about the same. There was a shift away from halfday training to one-day training due to the greater proportion receiving training in colleges.

As regards content, some 40 per cent of trainees received instruction in job search skills, between 25 and 30 per cent in literacy and numeracy and the same proportion instruction on tools and machinery. These figures cover marked differences in the content of training received by those in the different types of scheme. Most notable here is the fact that WEEP trainees—who make the most use of the FE sector—were the least likely to have been taught job search skills or literacy and numeracy. They were also the least likely of all participants in the work experience schemes to have been offered any kind of off-the-job training. From the point of view of young people with special educational needs this is all the more unsatisfactory, since for them WEEP has proved to be the most widely used element in the schemes (Rowan, 1980). Again, YOP aims where possible to provide counselling and support by staff, yet WEEP and PBWE trainees are less likely to have access to this kind of counselling (Bedeman and Harvey, 1981).

The MSC provides funds for day release courses in life and social skills, general vocational skills and basic literacy and numeracy. Trainees can also attend general education courses and specific skills training courses or infill into other vocational training courses, though the MSC does not normally pay for these. "Infill" is the process by which trainees are offered places on traditional FE courses such as GCE, BEC or craft courses and is most common for those on WEEP. Infill on basic education courses, usually literacy and numeracy, is often provided by the adult education service and is more common for PBWE and TW trainees.

A recent MSC study of Community Service schemes

(Greaves, undated) found that educational provision for trainees varied significantly both in quality and in the nature of the providing institution which could be a school, college of further education or the scheme site itself. The researchers identified a tendency among both careers and scheme staff to see CS as the lowest level of YOP provision and expressed the belief that there was "a danger that it might become a dustbin for kids of lowest ability and greatest disadvantage" (p.3). Some of the difficulties encountered in providing further education opportunities emerged strongly from this study: most frequently mentioned were problems of timetabling, the diversity of trainee needs, the attitudes of colleges and trainee reluctance. Moreover, the work experience itself was generally seen as inadequately planned and narrow in scope.

Certain CS schemes have introduced into their overall package of life and social skills provision an element of residential experience for their trainees. The ways in which these have been organised, their length and nature, and the kinds of benefits accruing from them have tended to vary widely between the schemes. However, a joint MSC/DES Working Party was established in 1980 to produce guidelines to assist both in setting up provision of this type and in producing realistic and measurable objectives for their operation.

An additional related opportunity for work experience is provided by the Community Industry (CI) scheme, which has been established longer than YOP and is mainly funded by the Manpower Services Commission but with substantial material help from local authorities. Its broad aim is to assist unemployed young people to cope more effectively with life in society, with special emphasis being placed on the needs of the less able and less well motivated, who may need more time to come to terms with the world of work. CI trainees work in small groups on activities which must be of benefit to the community, as well as on health and safety topics and aspects of life and social skills.

In October 1980 the Special Programmes Division of the MSC instigated an experiment designed to improve off-the-job training and education for young people participating in YOP work experience schemes, and invited twelve local education authorities to participate in this "Exemplary Projects Experiment". The Further Education Staff College at Coombe Lodge was made responsible for monitoring the work and acting as national co-ordinator of the project teams in the twelve localities. For each project, representatives of the MSC and LEAs are producing and implementing a plan for improving off-the-job training. In this way it is hoped that the various experiments will produce models of successful provision which in turn can become exemplars for application in other authorities.

Building up confidence, social competence and vocational skills is particularly important for YOP trainees, and the MSC recognises that this cannot be achieved by any one offering alone. The ideal is therefore for each individual to participate in a longer programme offering a range of opportunities which are carefully planned and progress steadily in a logical sequence of experiences. For example, trainees might begin with a Work Introduction Course before going on to a Short Industrial Course and finally to Work Experience on Employers' Premises. Whatever the options chosen, it is vital that adequate support machinery be established as well as an efficient network of co-operation and co-ordination among the various agencies involved.

In practice trainees may find themselves following YOP courses and work experience schemes which cannot be regarded as constituting a logical and co-ordinated progression. Moreover, many YOP trainees never actually have the opportunity of progressing through a variety of schemes. One reason for this is the fact that each opportunity is registered separately and in some localities the total number of opportunities available is below that required to satisfy demand. Thus there is a strong, and arguably justifiable, temptation to afford priority to those young people who have not had a YOP place previously. Where there is close co-operation with the careers service, trainees undoubtedly receive better guidance and counselling and are more likely to be placed in the correct work preparation and work experience for their needs. Indeed, some of the best opportunities available to leavers from special schools and from the remedial streams of mainstream schools derive from close contact between the providing agencies and the specialist careers officers. Mechanisms for creating extended and co-ordinated provision may be regarded as particularly important for young people with special needs who often require a longer period of preparation for adult life than their peers.

As part of the Government's New Training Initiative it is proposed that YOP be replaced in 1983 by a Youth Training Scheme which will offer comprehensive voca-

tional preparation to all unemployed school leavers. The scheme will consist of five main elements: induction and assessment; basic skills; occupationally relevant education and training; guidance and counselling; and the regular review and recording of student progress. It is to be controlled and funded entirely by the Manpower Services Commission; though the DOE White Paper (1981) recognises that if the scheme is to be effective the MSC will need to organise its delivery in such a way as to provide for full local involvement by employers, trade unions, local authorities, voluntary bodies and the trainees themselves.

As far as the colleges of further education are concerned, a major expansion (equivalent to some 80,000 full-time places) is envisaged. Many students will be taking courses which involve lecturers in small group teaching, in running activities away from college sites and in adopting skills and techniques very different from more traditional teaching methods. They will be asked increasingly to relate course content to what their students are doing at the work place and to arrange courses flexibly through the year. This will necessitate not only an increase in staff numbers, but also in the size and scope of current staff development provision.

Under the new scheme all unemployed school leavers will be offered a full year's training course; those who become unemployed after some experience of work will be offered shorter courses which may average six months. Priority will be given to minumum age school leavers. The White Paper (ibid) makes specific mention of the fact that "all handicapped young people who are within the coverage of the new scheme and who are able to benefit from participation in it will be encouraged and enabled to take part" (p.9). It now remains to be seen whether the new courses will in fact be long enough to cater for young people with special needs, and whether the scheme as a whole will offer the logical and co-ordinated progression that is currently lacking.

Chapter 6
Provision Outside College

For young people with severe disabilities there was until recently no possibility of receiving further education and training after leaving school. Adult training centres for the mentallly handicapped and day centres for the physically handicapped provided little more than diversionary activities for some of those young people, while others were destined to spend the rest of their lives either at home or in hospital with little hope of building upon any progress made before reaching the school leaving age. In more recent years changes in the climate of opinion have not only encouraged a move away from institutional to community care, but also nurtured the idea that all young people should be given every opportunity to develop their potential to the full. Thus there is now increasing pressure on ATCs and day centres to provide programmes ranging from systematic work preparation to instruction in social and life skills. Since the publication of the 1971 White Paper *Better services for the mentally handicapped* the number of handicapped people in hospitals has gradually declined, while the demand for places in the centres has grown. The number of purpose-built centres has increased, though there is still a serious shortage of places. By the late 1970s there were, for example, more than 400 adult training centres in England catering for some 38,000 mentally handicapped people. (This is just over half way toward the target set for 1991 in the White Paper.) These centres are run by the social service departments of local authorities.

The majority of ATC clients have attended special schools and, since it is rare for residential accommodation to be provided, most continue to live at home while attending the centre on a daily basis. This in itself means that some young people are still unable to take advantage of ATC provision, as the development of the centres has been geographically unbalanced. Contrary to popular belief, three-quarters of all clients are under the age of thirty-five and two-thirds under the age of thirty (Whelan and Speake, 1977). Nevertheless, the Warnock Report recommended that ATCs should offer special programmes of education and training for young peope which would be separate from the arrangements for older people in the centres. Although there is wide—but by no means universal—support for the idea that special annexes should be created for the young in ATCs, in practice these are extremely rare, since mixing and working with adults is also seen as beneficial for young people in the process of making the transition to adult life.

Most ATC trainees undergo a period of induction, usually of two or three months, during which they may receive an introduction to the kinds of work being carried out at the centre together with some instruction in basic educational and social skills. Assessment procedures can also be used at this initial stage, though the actual methods vary considerably. Staff most commonly rely on observation which, in association with checklists itemising the skills and levels to be achieved in each, provide a basis for a continuous assessment to be made of each trainee's progress. Objective tests are much less commonly employed. In some instances trainees may already be familiar with the work of the ATC from transitional classes offered in their final year at school, though a study by Nesbitt (1977) of special school leavers' programmes suggested that these would most commonly consist of little more than periodic visits to the centre. It should also be noted that schools generally pass on very little information concerning pupils' educational and medical backgrounds at the time of transfer. In any case, not all trainees come directly from school. They may have been transferred from another ATC or have come from a hospital for the mentally handicapped or from a sheltered workshop.

In many localities the general decline in employment means that at least for the foreseeable future the majority of young people entering the centres have little hope of securing open or sheltered employment. Ironic as it may appear, Whelan and Speake (1977) noted that the current shortage of places in sheltered workshops in fact means that open employment may be easier to find. Overall, the outlook regarding any form of employment after attendance at an ATC currently seems bleak. Considerable reliance is placed by the ATCs on the availability of sub-contract work provided either by local industry or by the local authorities. Although this offers a wide range of occupational experiences and activities to trainees, the work involves for the most part either no tools—packing, sorting, labelling—or the use of simple non-powered machinery. This reflects the pattern of opportunities described earlier in connection with the Young Persons' Work Preparation Courses run at the Employment Rehabilitation Centres. In some ATCs trainees are in addition offered more specialised training in such areas as industrial sewing and horticulture.

A study conducted in the mid-70s found little agreement as to what the purpose of adult training centres

should be (Baranyay, 1976). Since then there has been a growing consensus that the centres should have a major educational function. Pamphlet 5 from the National Development Group for the Mentally Handicapped proposed that adult training centres be renamed Social Education Centres (SECs) and that they carry out broad educational programmes geared to individual skills, abilities and interests and provide structured teaching geared to these programmes (NDG, 1977). The Warnock Report recommended that there should be a specifically educational element in every adult training centre and day centre, and indeed that the education service should be responsible for providing it.

These pressures have led to a good deal of change and, while old-style ATCs are still to be found, most have some form of policy relating to their clients' educational needs. In forward-looking centres there is an overall aim of providing individual programmes of work preparation, assessment, basic education and training in social and life skills. Some centres provide education for their clients by means of a self-standing programme which is allocated a specific period of time, while others elect to provide educational inputs in an unstructured way with clients being taught as the opportunity arises. Here again there emerges a similarity with Young Persons' Work Preparation Courses. The topics most commonly included in education programmes include language, communication and number skills. The teaching of social and life skills tends to include personal hygiene, domestic skills, social interaction, functioning in the community and training in the use of leisure time. In addition to providing opportunities for the practice of social skills within the centre, some programmes also extend the social experiences of their trainees by means of outside visits. Whelan and Speake (1977) noted that overall approximately half of ATC trainees are offered structured programmes of education and social training, but that it was not possible to obtain agreement from ATC staff on the criteria to be used for selecting trainees to participate in such programmes.

Among the newer centres there is a tendency to move towards a model of training provision which places high emphasis on social and life skills. One London authority has adopted an innovative approach whereby trainees are given the opportunity to live in a house provided specifically for them to practise social and life skills, in addition to which they attend a special course run by the local college of further education.

Other centres commonly opt for one of two methods for providing education and social training: on the one hand, qualified teachers are employed by the local education authority to work inside the centres; on the other, trainees are brought into colleges for link courses and other activities. The kinds of provision made by colleges in this area were described in chapter 3. It is, however, pertinent to note that co-operation between FE and ATC staff is not always easy, partly because of the differences in their conditions of service. The higher rates of pay and longer holidays available to FE staff have often proved to be a bone of contention among their colleagues working in ATCs.

In a small number of cases centres within a given locality have combined to facilitate a logical progression for young trainees through induction, education and social training, preparation for work and work experience. In Newcastle-upon-Tyne, for example, three ATCs have joined forces to specialise in different areas of provision. While one acts as an induction centre offering assessment and initial training in self help, motor and work skills, and social education, the second operates as an intermediate unit to which trainees are transferred to reinforce and develop skills, and the third offers trainees experience of the type of work carried out in local industry by simulating as closely as possible the working environment in which those who obtain open employment will eventually find themselves.

It is worth emphasising that staff working within the education service believe that young people benefit more from opportunities created outside the centres than from schemes where teachers work solely on an outreach basis visiting trainees in the ATC environment (Rowan, 1980). The course outlined below in 6.1 is an example of a provision for ATC clients based in an adult education centre. Such provision does of course require that teaching staff be adequately prepared to cater for the needs of this client group.

Example 6.1

Further Education for the Mentally Handicapped

The scheme in the AEC was set up following the Warnock Report recommendations that educational input in the adult training centres was

not sufficient and should be increased and Education should be responsible for this. After initial investigations it was decided that the scheme would be more beneficial if the work was carried on in the adult education centre rather than the teachers going into the training centres. It was decided to employ two part-time teachers in order to gain the maximum benefit from their skills: the emphasis on life and social skills with one teacher and the other with a bias towards creative activities. Students were selected by the ATCs to attend one day a week and initially there were 20 students. This was later extended to include 60 students attending in bigger groups and one day a fortnight instead of weekly. Before any teaching was started, both teachers attended a week long course "Further Education for the Mentally Handicapped". This gave an insight into what was being done in other parts of the country and helped us to extend our ideas on what the course should cover.

We decided after discussion that the aim of the scheme is to help handicapped young people to become acceptable, responsible adults in the community—to educate for living. To achieve this it is necessary to stimulate and develop:

1. **Self Awareness and Identification**—eg Who am I? How does my handicap prevent me from being an acceptable member of the community? What can I do to become more acceptable?
2. **Social Communication**—attitude to others —involvement in the community—travelling, shopping etc.
3. **Domestic Skills**—How to cope in the home.
4. **Educational Skills**—Literacy, numeracy, with particular emphasis on every day living needs.
5. **Creativity**—To encourage self-expression, manipulative skills for leisure time as well as confidence.
6. **Physical Skills**—through exercise/movement sessions.

The day for the trainees is divided into two sessions. During the morning emphasis is placed on educational and domestic skills, whilst during the afternoon sessions the emphasis comes down on creative and physical skills. Self-awareness and social communication are stimulated and developed at all times.

Educational skills to be developed are literacy and numeracy. The levels of work carried out will depend on the ability of each student, and individual programmes are designed. They range from recognition of essential social sight words and writing names and addresses, to recording library books and creative writing. Where appropriate, form filling and letter writing will be practised. Numeracy work is concentrated on money and time, work varying from coin recognition and analysis of small amounts of money to working out supermarket bills and calculating change. Much money work is practical—shopping for the items needed for cookery lessons. Work on time ranges from telling the time to passage of time and 24 hour clock. Domestic skills cover simple cookery, ironing, sewing on buttons, washing, etc. Social graces and acceptable behaviour will come from conversations as needed. Other topics included are simple first aid, road safety, using the telephone, visiting the launderette and making appointments. Creative education facilitates self-expression; provides ways in which the individual can practise and develop manipulative skills; can stimulate and motivate activity, therefore helping to maximise his potentiality. Group creative experience helps communication and social integration.

In Art and Craft ideas are of prime importance rather than skill in handling tools and materials. The students are encouraged to express their own ideas and to think of ways in which they can be visually produced. For this reason there is no stencil work, copying or "painting by numbers". Because of the many practical problems which have to be solved in sculpture, thinking processes must be set in motion to cope with these. The students find themselves stimulated to think and motivated to try out ways of their own to make their ideas

work. Hopefully this extends into their everyday lives when a different kind of problem arises. For these reasons a strong emphasis is laid upon sculpture. The finished creation inspires self-confidence in that their own idea has been given visual expression as a result of their own efforts. The end product, however, is of little importance, as it is the process involved in its creation which will help them in their everyday lives.

Awareness of the senses through colour and the handling of different textures is developed, but it is the decision-making in the choice of these which is of prime importance in the case of the mentally handicapped students. Most of the materials used are what many people term "scrap". This is to show the students that expensive materials are not necessary in the expression of an idea or the production of an attractive gift and that leisure time can be filled simply by looking around the home and environment for suitable scrap. Painting, sculpture, pottery, woodwork etc are not taught as separate subjects but used in an integral manner as a means of expression.

As memory work from scripts proves extremely difficult with the mentally handicapped, the emphasis in drama is again put upon ideas offered by the students themselves. Sketches worked from their own ideas are much more successful because they know what they are trying to say. It is not important to stick to the script as long as the point to be made is put across, and is much more natural in the process. This practice within the classroom situation assists in articulation elsewhere in their everyday lives. Many handicapped students are introverted and are helped by discussions, "points of view", tape recorded sessions, as well as improvisation and more formal drama situations.

In Dance and PE it is hoped to devote part of the afternoon session to physical activities with apparatus (ball skills, ropes, hoops, etc) as well as movement work. A basic vocabulary of movement will be taught as most students have had no experience in this field, to be followed by work stimulated by the students' own ideas. Eventually an Art and Movement inter-related programme will be commenced, eg relating body movements to the forms created in sculpture, to colour, and to texture.

As well as listening to a wide variety of music and sound (including electronic music) it is hoped that the students will learn to make their own music from instruments of their own creation. This will also be linked to art (painting to music, for example) and to drama and dance.

The integration of the students seems to be working—the adults attending other classes show an interest in work produced and offer help and comments. We feel that our aims are succeeding to some extent, from the changes we see in individual students: some have gone on to attempt things that would not have happened before they began our course, such as camping, hiking and map work. The method of work is very flexible to cater for every ability and most students seem happy to try new methods. We now have two young girls doing work experience, working with the groups to allow more individual attention by the teacher. We think a measure of the success of the scheme is the way the students have accepted these youngsters and relate to them.

ATC staff are themselves making use of the City and Guilds 731 course; some have taken the Diploma in the Teaching of Mentally Handicapped Adults (DTMHA); while others have a variety of general or specialist teaching qualifications. The Diploma in question has been awarded on completion of a one year college-based course run by the Central Council for Education and Training in Social Work. Whelan and Speake (1977) reported that ATC staff found this course too short and lacking in such areas as counselling, psychology, assessment and the care of the profoundly handicapped. The course was in fact phased out in 1980 and replaced by a more widely based two-year course leading to the Certificate in Social Service. It remains to be seen whether this course will offer ATC staff the kind of training they require to carry out the educational aspect of their work. In addition a new two-year "Certificate in the Further Education and Training of Mentally Handicapped People" course has been introduced as a result

of the concern to retain the specialist training for ATC staff and to build upon the expertise of the previous diploma courses. This new course, which is currently running in Stockport, will be launched in Hull and Cardiff in September 1982 and in a number of other colleges in 1983. Like their colleagues in the further education sector, staff involved in devising their own programmes for the development of ATC trainees often feel that they are working in total isolation (Rowan, 1980). It would now seem to be particularly valuable for them to establish closer links with other professionals such as educational psychologists, speech therapists, careers officers and college staff, as well as with their colleagues in other centres with whom they could agree priorities and share ideas on assessment, education and training for young adults with special needs. A DHSS sponsored study currently being undertaken by Whelan at the Hester Adrian Research Centre is devising ways of helping ATC staff to work within a partnership framework in developing their organisational links with outside professionals.

The question of separate ATC provision for young people was discussed earlier in this chapter. In the case of day centres for the physically handicapped this issue becomes rather more critical, since in those centres the young are very much in the minority. Although day centres cater for an age range of sixteen to sixty-five, their work is dominated by the needs of the elderly, and examples of separate provision for the under-25s are rare indeed. If day centres were called upon to make separate arrangements on any scale, staff would be faced with enormous problems relating to the design of appropriate programmes. Any given centre does cater for young people who exhibit wide variations not only in terms of their disabilities, but also in relation to social and cultural attitudes, intellectual abilities and educational attainments. Even if centres combine to offer different levels and types of provision, they will continue to be faced with the problem of transport.

Despite these difficulties, there are a small number of centres which have taken innovative steps in the direction of providing programmes specifically for the under-25s. Rowan (1980) draws particular attention to the school leavers' group established in 1977 at the Michael Flanders Day Centre in Ealing. Here young people spend much of their time working either individually or as a group on their own programme, which has developed more or less according to demand to include such items as cooking, gardening, domestic and life skills and light assembly work as well as more academic subjects. For the remainder of their time they join the older people in the usual programme of crafts, cookery and exercises. Mention has already been made of the outreach provision offered by some of the colleges of further education. This together with distance learning opportunities, often represents the best chances for young people in day centres to achieve some degree of continuity in their educational experiences. Certainly individual intiative would appear to play an important part for many 16–19 year olds who cannot take advantage of mainstream educational provision.

In mental handicap hospitals it is usual for the young to be heavily outnumbered by older age groups, and the increasing trend towards community care means that the young people in question are likely to suffer from severe or multiple disabilities. Basic educational provision is most commonly made for them by part-time adult and further education outreach into the hospitals. Though some instruction may be offered in literacy and numeracy, the provision usually focusses on basic life skills and recreational activities. A small number of colleges do provide full-time courses, examples of which are presented in chapter 3, dealing with outreach provision in general. Within the hospitals staff may collaborate with the education service to offer in-house education and training programmes.

For those young people capable of open employment, the priority must be to find them suitable jobs. There are, nevertheless, a number who require the protected environment of a sheltered workshop. Some of the provision in this area is sponsored by the local authorities though young people are also able to attend workshops run under the auspices of approved voluntary organisations or the government-backed Remploy. In general they are dominated yet again by older age groups, especially in the case of the Remploy workshops. While applicants have to be registered as disabled, they must be able to travel to the workshop independently and to work a normal day. The Warnock Report recommended that sheltered workshops should introduce progressive training programmes to help as many disabled people as possible to secure open employment. They are not, however, required by law to provide training and many factors militate against this. In particular, the workshops must meet production orders and work to Department of Employment regulations. The introduction of training programmes would inevitably

interfere with production schedules and would therefore necessitate a complete reorganisation of the way in which sheltered workshops are currently operating.

The Youth Service has traditionally seen helping adolescents in the transition from school to adult life as its central function and has made an important contribution towards assisting young people with special needs. In addition to the provision made through its youth clubs, detached youth work, uniformed organisations, and its youth advisory and counselling services, it also makes specific provision at this transitional stage by offering, for example, school leavers' courses, endeavour training, training for young workers, YMCA, and, more recently, involvement with Community Industry. Many of these initiatives have developed considerable experience in residential work with adolscents. The Youth Service has long experience of consultation and liaison with specialist voluntary organisations and clubs to provide a planned programme of cultural, social and recreational activities. Such provision may be organised on an integrated basis where small numbers of those with less severe physical and sensory handicaps or learning difficulties participate in most activities; or it may take the form of specialist provision directed specifically toward young people with special needs. In the latter case the programmes are usually similar to those in the integrated situations, but with some additional activities often designed for those with specific type of disability. These may include elements of social and life skills, domestic skills, and basic literacy and numeracy, as well as planned visits, residential courses, summer camps and holidays.

In response to the growth of youth unemployment the Youth Service has expanded its club work with daytime drop-in centres which are linked to outreach workers making contact with the young unemployed at home and elsewhere. Where possible, advisory and counselling services and training in social and life skills are offered to young people attending these centres. It also makes a valuable contribution to local YOP schemes, particularly in the areas of community service, project based work experience and training workshops. It provides sub-contracted social and life skills training for YOP schemes through residential training, day release or both—for example, on Endeavour Training and Outward Bound schemes. A further contribution is made through large integrated YOP schemes such as the YMCA Training for Life and the CSV Springboard schemes, where the total experience of work placement, supervisor support, social and life skills and vocational training is controlled by Youth Service sponsors. In a number of localities an attempt has been made to offer co-ordinated multi-agency provision based on a loose association of voluntary and LEA agencies each designed to meet different areas of need: housing schemes, youth centres, youth workshops, outreach workers, counselling services, social education provision, young mothers' groups and community service projects. While some of these developments are essentially similar to schemes initiated by local authorities and colleges, the Youth Service has had particular success with less academically able, less well motivated young people who do not normally respond to the more conventional educational opportunities.

Chapter 7
Continuing Education

The importance of continuing education in providing second chances for the population as a whole is now widely recognised. For those with special needs it must be seen as having especial relevance, since in many cases they in particular may find that their education has been curtailed before they have had the opportunity to develop their full learning potential. There is some degree of overlap between further and adult education as the latter may be provided directly by the colleges or by the youth or adult education services using college facilities. Though it is difficult to make a clear distinction between services provided for young people and for the population in general, this section is concerned to examine how cultural, educational and recreational activities are provided for young people to assist them through the transition from full-time education to adult life.

Adult education is provided by the local education authorities and by voluntary bodies and, as the name suggests, the number of school leavers involved is relatively small. Provision in the adult training centres and day centres has already been discussed. Adult education is also offered in self-contained adult education centres, colleges of further education, evening and adult institutes often using school premises, and in community schools. The extent and variety of provision and its availability on a day or evening basis are continually increasing. Young people with special needs can join ordinary classes, where special arrangement may sometimes be made to facilitate their attendance; or they may take advantage of classes that have been specially organised to meet their needs. The subjects of special classes arranged for different groups show wide variation. While the emphasis tends to be on practical activities and crafts—such as cookery, painting, pottery, needlework and gardening—there are numerous classes in, for example, lipreading for the deaf and hard of hearing, braille for the blind and physical activities including movement and dance for the physically handicapped. In addition there is substantial and growing provision in basic literacy and numeracy, which often includes an element of life skills, for those with moderate or severe learning difficulties. The adult literacy campaign has played a vital role in this context. It brought more students with moderate learning difficulties into literacy tuition, and highlighted the need for teaching materials and guidelines. There is now a small but growing body of resources in this area (see for instance ALBSU (1979; 1982).

It is also possible for the more academically able to follow special classes in, for example, liberal studies which are organised by such bodies as the Workers Education Association and by the universities in their extra-mural departments. Classes designed specifically for parents and others interested in and concerned to meet the needs of the handicapped are also available.

As is the case in adult education as a whole, there are very few full-time teachers involved in providing special classes, the majority of the teaching being carried out by part-time staff. Like their colleagues in the further education sector, they generally need more opportunities to study the special problems associated with teaching students with special needs. The whole question of staff development is discussed in the following chapter.

Underlying all of the provision described here is a general intention to develop among young people with special needs an increased awareness of the variety of opportunities open to them and to offer a wide range of social experiences. For those who wish to continue with their academic studies but for reasons of the severity of their disability or of location cannot take up the more common types of opportunity, there is still another option in the variety of distance learning schemes, where study is carried out by correspondence or through the media. In recent years these have been improving in both quantity and quality and can provide a valuable option for young people who have mobility problems or who need to remain for long periods at home or in residential institutions.

The Open University is probably the best known of these schemes. In the early years of the Open University help was provided very often on an ad hoc and individual basis. As numbers increased, however, this provision developed into a series of special schemes including, for example, support for students attending summer schools and a project for the hearing impaired. There was a growing recognition that the most appropriate way of meeting the needs of disabled students on a rationalised basis lay in the establishment of a co-ordinated programme of special services. The Open University now provides a general information pamphlet which is issued to all enquirers and to concerned statutory and voluntary bodies, and keeps detailed records on individual students and the specific problems they may encounter in such areas as examinations, access to study centres and attendance at summer school. Disabled students

are supplied with a regular newsletter containing all relevant information, special induction courses, financial advice, special learning materials and summer school support. Advisory services are offered to regions and faculties by the centralised Disabled Students Area, which also maintains liaison with other sections of the University and with external bodies concerned with the needs of the disabled.

It is interesting to note that such bodies as the Technician Education Council and the Business Education Council are also developing the concept of distance learning in their own fields. As these schemes continue to develop and multiply, young people with special needs will require professional advice in order to choose the best option to meet their particular circumstances. The Education and Training Bureau of the Royal Association for Disability and Rehabilitation (RADAR) is one example of such sources of specialist advice.

Young people with special needs may require particular encouragement to take up opportunities afforded by the adult education service. This implies a challenge for the service to seek out students who are reluctant to take advantage of what is available. Jowett (1982) has reported that young people who attended a specialist training college for the disabled did not readily avail themselves of evening courses and other continuing education opportunities once they had left the college. One reason for this may be that many of them have often been accustomed over many years to have services laid on for them, sometimes on a residential basis, and find that when these supporting structures are removed they lack the motivation and experience to take the initiative in seeking out new opportunities.

Chapter 8
Staff Development

It is ironic that further education colleges, which have a long established tradition of providing training for staff in other sectors of the economy—including that for paramedical and care staff—have only relatively recently paid attention to formalising the training and development of their own staff. Influential publications such as the ACSTT (1975) and ACFHE/APTI (1973) reports were formulated during a period when staff and student numbers had grown substantially, and there was a concern to increase the overall proportion of trained teachers. In the past few years radical changes in curricula and in the nature of the student population have once again drawn attention to the training and development needs of FE teachers. At the same time, financial constraints have emphasised the need for more efficient use to be made of existing staff and for the introduction of cost-effective development schemes.

It is widely recognised that initial and in-service training for all personnel providing for young people with special needs is in urgent need of improvement. Panckhurst (1980) has argued that provision for students with special needs will continue to be fragmented, uneven in quality and lacking a sense of purpose unless there is a significant expansion of both pre-service and in-service training opportunities. The move toward an integrationist policy for both schools and colleges means that it is vital for teachers in all sectors to be made more aware of the characteristics, aptitudes, abilities and expectations of these young people. They may also find that the teaching objectives and methods that they have traditionally employed are often inappropriate to the diverse needs of this group. In the colleges of further education in particular, the introduction of students with special needs is, with few exceptions, a recent phenomenon for which staff have had little preparation. A research project investigating teacher training for FE staff involved with students with special needs is currently being undertaken by the National Bureau for Handicapped Students. Its aim is to offer concrete proposals for improvement in this area.

ACSTT (1975) recommended that there should be at least one professional tutor in every college of further education who would "be a counsellor of teachers, maintain liaison with training centres and others involved in the training process and assist in the induction of new teachers and the further training of the staff as a whole" (p.16). At national, regional and local levels reactions to this proposal have varied enormously. While some colleges have made such an appointment, others have introduced a system of departmental staff development officers, and still others have designated the principal, vice-principal or heads of department as having major responsibility for this work. Staff development for teachers involved in courses for students with special needs falls within the overall remit of these officers. With very few exceptions they are unlikely to have a background in special education. Although some colleges have now designated a member of staff as responsible for ensuring that the needs of handicapped *students* are met, these individuals do not always fulfil the role envisaged for them by the Warnock Report whereby they would perform a dynamic staff development function in increasing their colleagues' knowledge and understanding of special needs.

In colleges where the number of students with special needs is still small, interested and sympathetic staff are often believed to be sufficient without the added necessity for specific training programmes. However, as a survey conducted by HMI in the late '70s concluded, "those who do not regard further training as necessary may not realise how much more effective they might become if their aims and objectives were based on greater knowledge and understanding of the needs of students with handicaps" (DES, unpublished, p.24). It is undeniable that during the past decade provision for students with special needs in further education colleges has been steadily growing, so that many more teachers are now likely to come into contact with these young people. Nevertheless, since financial constraints have already imposed restrictions on teachers attending all types of courses, those for teachers involved with students with special needs are often given low priority.

There are in any case relatively few systematic training schemes that are of particular relevance to those teachers. While further education for students with special needs features regularly on conference and short course programmes, there is still sparse input from this area into initial teacher training courses or post-experience advanced programmes.

The recommendations made in the Warnock Report reflected the complexity of the issues involved in providing systematic training in this area. For teachers with major responsibility it was recommended that a one-year full-time course or its equivalent should be made available; this would lead to a recognised qualification on completion of which they would receive additional pay-

ment. In recognition of the fact that *all* further education staff would need to increase their awareness of students with special needs, the introduction of a special education element into all initial teacher training courses was also recommended. This would be designed to parallel that provided for school teachers but would concentrate more specifically on the needs of the post-sixteen age group. For staff already in post it was further recommended that short part-time courses should be offered which would be similar in content to the special education element in initial training, as well as short courses in specific topics. It was anticipated that the longer courses would be provided by the establishments currently responsible for FE teacher training provision, while short courses might be more appropriately organised at the regional level.

In practice, teachers with major responsibility have a variety of training needs deriving from their differing levels of experience and expertise. Specialist teachers are currently recruited from special education posts in schools, from ordinary school teaching posts or from other posts within the colleges. Those from special schools will need some form of induction into the needs of the older age group and into the quite different world of further education; while those already familiar with the FE sector will need to develop their knowledge of young people with special needs. The position of teachers recruited from ordinary posts in mainstream schools may be especially complicated, since they will frequently require training in both of these areas. The idea of developing teacher education in this field has received strong support from NATFHE (1979), yet the practicalities of providing this mean that the task will not be simple. Induction, initial teacher training, conversion and post-experience training arrangements all raise questions of both logistics and content which must be answered before the co-ordinated programme of staff development advocated by the Warnock Report can be achieved. In addition to the training courses required by lecturers, there is a need for intensive short courses for senior staff—and here it is to be expected that the Further Education Staff College will make a major contribution—and more extensive courses for the "designated persons" responsible for students with special needs in individual colleges.

The idea of incorporating a special education element into initial training courses has already been mentioned. It should, however, be noted that for staff in the further education sector initial training does not necessarily occur before they are appointed to their first teaching post. Thus, much of the training now under consideration is likely to take place on an in-service basis. Moreover, the fact that a relatively small number of new teachers will be appointed in the forseeable future reinforces the view that major efforts in the area must be directed towards those lecturers already in post.

There is currently a wide range of long courses designed for teachers of the deaf and partially hearing, the blind and partially sighted, maladjusted, physically disabled, and those with learning difficulties, as well as more general courses in special education. In general, these are run by university departments and are predominantly aimed at teachers in the primary and secondary sectors. For those in further education the course most commonly followed is the City and Guilds of London Institute Certificate course "Teaching of the Handicapped in Further Education" (CGLI 731). This was first introduced in the 1977–78 academic year to form part of the City and Guilds advanced teacher training programme, and is open to practising full-time or part-time teachers as well as to personnel in industry, commerce, public or social service. It has proved to be an important source of training for lecturers with major responsibility for students with special needs, but has had limited success in recruiting FE staff with more limited contact. The course has, on the other hand, become popular among staff in those adult training centres where the educational component of their work is becoming more significant. Implicit in the design of 731 is the assumption that suitable applicants will already have received initial training and for this reason no particular emphasis is placed on curriculum development or teaching methods. Thus it is not always able to cater for the highly diverse needs of all those following it. While some require a course which increases their understanding of the aptitudes and abilities of students with special needs as a framework within which to apply their existing knowledge and experience of teaching mainstream students, others need a more specific input on actual teaching techniques and on the psychology and philosophy of teaching. The content and organisation of existing and planned certificated courses will clearly require careful attention to be paid to the needs of these different audiences.

Any efforts made to expand the current range of opportunities face an additional problem which has

already been mentioned in passing: the reluctance of lecturers with limited responsibility for students with special needs to attach priority to this area in the context of their development plans. The argument for expanding training in special education is countered by the fact that existing places on the 731 courses are frequently not taken up due to low demand from the further education sector.

The reluctance to become more heavily involved in the special needs area appears to derive from three main factors. First, as we have seen, the small numbers of handicapped students as yet taking non-specialised courses tends to discourage staff from regarding special training as a priority. Without such training it does, however, seem fair to conclude that teachers will soon find themselves overtaken by events. Secondly, there is the reluctance and sometimes even fear, expressed by staff who have limited contact, of the potential problems they may face with an integrated class. In practical subjects lecturers often dismiss the possibility of having students with special needs in their classes because of fears for their safety. Indeed this same fear has been expressed at the level of whole institutions. Hegarty and Pocklington (1981) report that in schools these misperceptions and fears can be allayed through firsthand contact; only three per cent of a large sample of teachers *who had experience of integration programmes* believed that it was inappropriate for handicapped pupils to attend their school, despite initial reluctance and misgivings. It is to be hoped that a similar pattern would be found in colleges, though this does not remove the need for systematic programmes of training.

The third reason for teachers' reluctance relates to a fundamental characteristic of FE teaching experience. In the majority of cases students with special needs will be following courses designated as non-advanced. Teachers involved in this area can generally expect lower status and salary and more restricted career prospects than their colleagues involved in advanced further education.[1] This distinction between advanced and non-advanced work permeates the whole of the FE sector, and has serious repercussions in a wide range of areas affecting the Burnham grouping of institutions and grading of departments as well as the prospects of individual lecturers within them. Whether or not advanced work is more demanding and deserving of greater rewards in terms of salary and prospects is a matter of opinion. Nevertheless, under the present system the fact remains that a substantial commitment by individual lecturers to non-advanced FE means equally substantial losses for them in other areas. Indeed in a number of colleges staff contribute to the special needs area solely on a willingness basis and no individual lecturer is committed to this work for more than one-third of his or her time.

It has been argued that a variety of new skills are required by further education teachers if they are to fulfill their responsibilities to students with special needs. Yet, despite the call for increased training opportunities to enhance these skills, surprisingly little research has been carried out into their exact nature and the ways in which they might differ from those traditionally used. It is nevertheless possible to identify some of the broad areas in which a staff development input is critical. One of these is undoubtedly curriculum development.

A large number of staff throughout FE are involved in teaching on YOP and UVP schemes and on special courses for the handicapped and disadvantaged and it has been suggested that this work has challenged "the basic philosophy, aims and methods of traditional further education" thereby producing a need for "a new and different role for many lecturers" (Owen, 1979, p.45). An important element of this new role rests in the greater involvement of teachers in planning their own curricula and assessment procedures. However, it is not always acknowledged that the process of curriculum development both requires and leads to staff development. This idea is not new. Indeed, colleges seeking CNAA approval for an advanced level course must demonstrate that an active development programme exists for the staff involved in its design and running. However, in non-advanced further education the close connection between curriculum and staff development has not always been so apparent. It is often the case that there is no clear source of work programmes for students with special needs. The fact that assumptions cannot be made about the potential target group or the vocational area they will eventually enter means that the curriculum

1 The Inner London Education Authority may be regarded as representing a notable exception to this overall pattern. The ILEA Review of Further and Higher Education (1973) contained in its Appendix 2 a number of proposals relating to positive discrimination for underachieving and disadvantaged students whose needs might otherwise be overlooked in the reorganisation proposals outlined in the main text of the review. The extra resources allocated to what has become known as "Appendix 2" work generally extended the range of possible provision for this group as well as offering improved career prospects for college staff responsible for work in this area. Flower (1981) reviews this provision.

must frequently be designed around the particular needs of students and must come from the teachers themselves. Thus the development of staff expertise in this area is crucial. A course devised jointly by Liverpool University and Cheshire LEA provides a useful example of the kind of initiative in this area which may be provided on a regional basis. Teachers follow this course for one half-day per week for three months culminating in a three-day block devoted specifically to work on curriculum planning.

It must also be expected that staff will need to develop greater sophistication in human interactive processes as individual tuition and counselling become more significant elements of their work. The question of establishing and operating appropriate assessment procedures has been mentioned in an earlier chapter. This in particular is an area where there is much need for improvement, and where college staff frequently request guidance.

In addition there are a number of issues relating to staff development which have a more indirect but nevertheless important influence on the quality of further education provision. For example, one of the major tasks of the colleges is to provide vocational education and it is acknowledged that this requires lecturers to be conversant both with current industrial practice and with local employment opportunities. In this context, the need for maintaining a close liaison with industry must be regarded as a fundamental component of any staff development scheme. In addition, since much of the work in the colleges has to be relevant to the areas of employment which students will eventually enter, ACSTT (1975) recommended that there should be more opportunities for teachers to spend periods of secondment in appropriate sectors of industry, commerce or public service. It is generally assumed that FE lecturers have frequent contact with local firms, and much of the recent effort to increase co-operation has centred on schools. Thus several schemes have been established to allow school teachers to gain experience of industrial and commercial practice: the CBI-funded project "Understanding British Industry" (UBI) has for instance arranged for teachers to be seconded to industry for a year. In comparison, formal schemes to encourage the secondment of FE lecturers to industry are few and often tend to take lower priority than other development activities (Bradley et al, in press).

As regards day-to-day liaison the most common means of maintaining industrial contacts are by visiting students on placements, running courses on employers' premises, serving on committees with industrial representation, or—particularly among staff in departments of catering or building—working in industry during college vacations. While staff in departments specialising in industrial courses may sometimes find these informal arrangements sufficient, lecturers in other departments are usually unable to avail themselves of any such opportunities to benefit from contact with the industries which employ their students. For staff involved in vocational preparation work with students with special needs, industrial liaison is certainly as important as for their colleagues if not more so. Even those members of staff who have previous personal experience of working outside education are unlikely thereby to have become fully conversant with the particular problems faced by young people with special needs in an industrial environment.

Liaison with other professionals and with parents and the local community must also be seen as an important aspect of the teacher role. Indeed, the Warnock Report recommended the development of courses of inter-professional training which would be designed to enable members of each profession to gain an insight into one another's particular contribution and pattern of working. While this has not as yet come to fruition, the fact remains that close co-operation within a multi-disciplinary team is essential to support young people with special needs both during their school careers and throughout the transition of further education and their eventual destinations in the adult world. Liaison networks between FE colleges and the local community are also fundamental to fulfilling a variety of curricular aims for these students, since many opportunities for learning—particularly in the area of social and life skills—are provided outside college using the model of "supported experience".

Even within individual colleges the notion of increased liaison and co-operation takes on added importance in relation to provision for students with special needs. The strict departmental structure within which colleges have traditionally been organised must for this purpose be broken down to offer multidisciplinary provision which crosses departmental lines. In many instances this is a new departure for FE teachers who must consequently develop new patterns of working to ensure the continuity and co-ordination of students' learning experiences.

The FE Subcommittee of ACSTT clearly held the view that: "there is likely to be an advantage in making staff training and development a normal and lively activity in each institution rather than something that is provided only from external sources" (ACSTT, 1975, p.14). Certainly in the present economic climate it is to be hoped that national and regional provision will be complemented by a variety of local initiatives. Short courses designed to familiarise lecturers with different types of special need and to advise on teaching methods both for specific groups and to help integrate individual students into general classes are currently run by several LEAs; similar courses could in many cases be organised on an in-house basis. Induction courses for new members of staff represent one way in which existing provision could be developed to include this type of training, while complementary short courses for lecturers already in post could be run by those of their colleagues who have more experience in teaching students with special needs. Certain colleges have found it useful to run such courses on modular lines with elements of distance learning to cater for staff working on very different time patterns.

One of the principal difficulties of their work as expressed by teachers with major responsibility is that of relative isolation. Thus individual lecturers have set out to improve their knowledge and expertise on their own initiative, for instance by following the Open University course on "The Handicapped Person in the Community" or by learning braille or signing systems. In some colleges teachers have pursued the idea of self-help by team teaching or by holding informal group meetings to share ideas and discuss common problems. In others more formal in-house staff development schemes are in the process of preparation.

Whatever improvements are made in in-service training provision, it must be expected that the need for advisory and supportive machinery to which teachers may turn for guidance will continue to be important. It would after all be unrealistic to expect all teachers to become fully conversant with every kind of special need they are likely to encounter. The Warnock Report suggested that support of this kind would be most appropriately organised in regional centres which would offer in-service training courses, provide educational resources and disseminate proven educational practices, while at the local level inspectors and advisors would be able to offer guidance on an individual basis and refer teachers to courses being run in other parts of the region. This in turn raises questions relating to the development of staff with an advisory or inspectorial role who in many cases will need to enhance their knowledge either of special education or of the workings of the further education sector, depending on their existing area of expertise. Ideally, however, an important contribution could be made by these individuals both in terms of responding to individual enquiries and by acting as a nucleus for curriculum development work whereby teachers in local colleges could meet regularly to devise appropriate learning materials and formulate ideas on teaching strategies.

In accordance with the remit of this report the discussion in this chapter has concentrated on the staff development needs of teachers in the further education sector. It should, however, be remembered that their training and development represents only one aspect, albeit an important one, of a wider range of need among all professionals engaged in efforts to ease the transition to adult life for young people with special needs.

Chapter 9
Issues and Implications

Further education and related provisions for young people with special needs are in a developing state. There is available a range of education and training opportunities which would have been unheard of a few years ago. This situation poses a considerable challenge to the further education sector. It is not just a question of improving physical access to buildings or even offering new courses. It entails rather a radical re-thinking of provision that can affect the structure of colleges in fundamental ways. Catering for pupils who have hitherto been excluded or not come within the purview of colleges requires changes in staffing, academic and departmental organisation, teaching approach and the general milieu of colleges.

The response of colleges has naturally varied a great deal. The present document gives an overview of these responses. In this final chapter we recapitulate on the different models of practice identified and go on to discuss issues arising and implications for further practical action.

Models of provision

On the grounds that preparation for life after school needs to begin before the end of compulsory schooling, the report begins by considering school based provision in the form of leavers' courses. Ideally initiatives taken in the final years of school should provide the foundation for a co-ordinated programme of educational, vocational and social development to be followed up into further education and employment or unemployment. This has been a major area of curriculum development in special schools and units, and there is a wide variety of approaches and course content on offer. Aside from the fact that certain aspects such as careers education and guidance are commonly neglected, this variety must occasion some disquiet since it seems to reflect curriculum development being done *in isolation* as much as in response to particular local requirements and to the needs of individual students.

Within the FE sector six models of provision were detailed: adjusted mainstream courses; link courses; bridging courses; special courses; special units; and outreach provision. For young people with physical or sensory disabilities all mainstream courses are potentially open, but developments in this area have tended to rely on the initiative of individual students and on the willingness of particular colleges and members of staff to make any special arrangements that are necessary. Special facilities, aids, equipment and support staff are uncommon within the sector as a whole. Link courses are run as local provisions with all colleges having a potential contribution to make and indeed, these are on the increase, particularly among colleges already running link provision for mainstream pupils. While their curricula are usually centred on practical subjects, basic literacy/numeracy and social/life skills may also be included. Several colleges have also established links with adult training centres, day centres and hospitals. Bridging courses perform a similar function to link courses but may be organised on an area basis, perhaps being run jointly by two or more local colleges. They cover a particularly wide range—from GCE courses for the academically able physically handicapped with gaps in their education to basic literacy and numeracy for students with learning difficulties; and from work orientation to courses in social and life skills.

There has been a growth in special course provision, particularly in courses directed toward students with moderate learning difficulties. These are usually run in departments of general education or community studies, but individual classes may be offered in other departments and students are encouraged to make use of all college facilities. The courses vary significantly in duration and in the emphasis and time allocated to different areas of the curriculum: literacy/numeracy, social/life skills, vocational preparation, creative and recreational skills, and work experience. There are few special courses designed specifically for those with severe learning difficulties.

A similar variation was noted within special unit provision and, indeed, it is often difficult to make a clear distinction between special courses and special units. Except where units exist as completely isolated provisions, the difference may simply be one of nomenclature.

While the various kinds of opportunity offered under YOP were described in a separate section of the report, the work preparation courses in fact have many features in common with similar courses organised by individual colleges outside the YOP schemes. There may, however, be differences of emphasis between particular provisions. The ethos of training workshops, for example, may vary from the specifically employment orientated to the educationally orientated depending on whether they

are located outside or within a college and on the backgrounds of their staff.

The final FE model, outreach, was found to encompass a wide range of courses offered by members of college staff on an external basis in ATCs, day centres, hospitals and at home. It was encouraging to note that an increasing number of colleges are planning to extend their contribution in this area.

The specialist colleges represent an additional model of provision which is now well established. While they are generally concerned to cater for those with more severe disabilities on a residential basis, they act as a bridge to other opportunities in further and higher education for some young people. It has been argued also that staff in specialist colleges constitute a valuable source of expertise that could enable them to offer an advisory service to mainstream FE colleges.

The chief alternatives for other young people with severe disabilities are the adult training centres for the mentally handicapped and day centres for the physically handicapped. In both cases there is some evidence to suggest that the educational opportunities provided in the centres are increasing. Programmes of work preparation, basic literacy and numeracy, and life and social skills may now be offered to young people either on an in-house basis or by enabling them to attend mainstream colleges. The introduction of progressive training programmes for those in sheltered workshops has not yet occurred on any scale due largely to the fact that they have a legal commitment to work to production schedules. In mental handicap hospitals basic educational provision is most commonly made by adult and further education outreach, though staff may collaborate with the education service to offer their own in-house education and training programmes for those young people able to benefit from them.

A final model, which has the inherent flexibility to make it of particular value of students with special needs, is represented by the wide variety of adult education and distance learning opportunities.

Gaps in provision

Gaps in provision can be noted at two levels: the immediate local level, and the more general one. It is not to be supposed that the models identified here will all be available in the same locations. What tends to happen is that provision in a given area, or for a particular type of special need, falls within a narrow pattern, and the other models are simply not available.

More generally, a number of gaps—as distinct from needs for improvement—in provision can be identified. While local education authorities are developing provision to meet the needs of young people with moderate learning difficulties in addition to that offered within YOP, there is as yet very little to cater for students with emotional problems and those with severe learning difficulties. This is in spite of the fact that a small proportion of students with severe learning difficulties could derive substantial benefit from special further education courses, while a large number would benefit from continued secondary and/or non-academic education provided either on an in-house basis in adult training centres or by day release to local colleges. Despite the current depression in the labour market, the importance of education for living without employment is perhaps not sufficiently acknowledged. Likewise, students with emotional problems could benefit greatly from improved support while attending mainstream FE provision.

Little provision is made for those whose learning difficulties fall at the borderline between moderate and severe, which means that they also fall between the possibilities of ATC attendance and employment. A development of the YOP training workshops could offer real opportunities to those who might progress to work if they were given more stimulation than is found in the average ATC. An alternative solution would lie in the expansion and improvement of ATC provision.

The able physically handicapped would benefit from an expansion of day provision in local colleges of further education, which in turn implies an overall improvement in access to the buildings and to the curriculum as well as an increase in support services and care staff. A high proportion of current provision for students with sensory impairments is being offered by independent bodies separate from the mainstream. Again, an increase in facilities and support would open up the possibility of their attending normal FE colleges. Perhaps the most intractable problems are presented by those young people who are mentally capable but whose physical disabilities mean that they cannot cope with the physical demands made by the sheltered workshop.

Co-operation and co-ordination

There is a clear need for increased co-operation and co-ordination in securing the most effective and efficient provision for young people with special needs. Successful approaches at one level can have only limited or partial impact if they are not followed up as part of an overall strategy. Isolated developments are common however and the inadequacy of current arrangements to ensure an integrated approach has emerged at numerous points in this report.

For individual colleges co-ordination is necessary in both organisational and curricular terms. The provision of courses that are run on an inter-departmental basis requires that traditional college structures be broken down and a new co-operative framework crossing departmental boundaries be created. There must be increased recognition of the fact that curriculum development, teaching methods, guidance and counselling procedures, assessment techniques and staff development requirements are all inextricably linked.

From the point of view of career choice and the selection of appropriate education and training opportunities, it is vital to integrate work done in the colleges with what is happening in the wider society. To ensure the relevance of the curriculum, colleges will need to establish closer liaison networks with employers, support services, schools, adult training centres, parents and other interested parties. It has been noted in connection with link courses that insufficient co-ordination between colleges and linked establishments has produced a number of deleterious effects: curricula which lack coherence for the individual student; wasteful duplication of effort in subject areas already covered; and the complete omission of areas which teachers assume are being covered elsewhere. A similar point was made in relation to counselling services.

An important aspect of co-operation which is rarely taken into account is parental involvement. A small number of colleges do hold regular meetings for parent groups, but the potential contribution of parents to any overall strategy for teaching or career planning is not generally acknowledged. There are notable exceptions. In one London college, for example, staff involved with special needs students recognised that the usual kind of parents' evening was not adequate to bring about the type of interaction they wished to have with parents. An eight-week programme of evening workshops was therefore added to the normal arrangements. Each workshop has involved the contribution of an invited speaker followed by discussion during which parents are able to air their worries and share common problems.

At the local authority level there is a need for increased co-operation and co-ordination between the various departments involved in assisting young people with special needs through the transition from school to adult life. This is essential both to avoid any unnecessary overlap and, more crucially, to identify any gaps in the current provision and delivery of services. At both college and local authority levels the formulation of detailed policy statements and the appointment or assignment of "named persons" to ensure their implementation represent important steps in the co-ordinated development of opportunities.

The need for co-ordination at the national level is evidenced by the absence of clear and coherent guidelines on the provision of vocational preparation. A recent report from the FEU observed that vocational preparation is "unco-ordinated, unevenly provided and lacking in status" (FEU, 1981). College based pre-employment courses, YOP and UVP schemes were seen to share common components and to serve similar needs. Yet the unneccesary separation of their administrative arrangements was judged to be militating against the logical progression from one mode to another that would ensure a continuity of experiences for the individual student.

The NUT/NATFHE joint policy statement *16–19 a common strategy for the age group* (1981) takes a still wider view in calling for the expansion of education and training in a tertiary system which co-ordinates facilities and courses offered in schools, colleges and industry. Here it is argued that provision should be made for *all* those in the age group—including those with special needs—whether they are in full-time education, employment or neither, and should comprise a range of full-time courses, part-time vocational courses, and general pre-vocational and vocational education for young workers and the young unemployed.

Collection and dissemination of information

Co-ordination at the various levels described depends for its achievement on all agencies involved being in possession of a range of detailed information. Again,

there are a number of areas in which procedures collection and dissemination of information could vastly improved.

It was encouraging to note that several of the regional advisory councils have now set about the systematic collection of information on special courses and facilities available in the colleges within their respective regions. The dissemination of this information can assist in identifying instances of good practice and in fostering future development, and it is to be hoped that all RACs will be encouraged to do this as a matter of course. At the local authority level it would be useful for information to be collected on all providing institutions for dissemination throughout the education service in order that provision may be offered on a more rationalised basis. It would also help if LEAs were to disseminate information to schools and colleges on the work of local agencies—such as the careers service, the schools psychological service and the LEA advisory service—and regional and national bodies whose potential contribution may not be fully understood or appreciated by individual members of staff.

Colleges, ATCs and other providing institutions vary greatly in the extent to which they provide relevant information for the benefit of young people with special needs. Yet, without details on courses, facilities, specialist aids and equipment, young people have no basis on which to select the kind of opportunity most suited to them. In making this decision some may also need additional information on sources of specialist advice.

The absence of procedures for collecting and transferring information on the students themselves has been noted at various points throughout the report. This is the case at the transfer both from school to further education and from FE to employment. In many instances even past educational records are unavailable to colleges since mechanisms do not usually exist for them to be transferred from the schools. It is rare for colleges to undertake the systematic collection of detailed educational, medical, social and vocational data on applicants. Nevertheless, the fact that individual colleges do this as an essential element of their admissions procedure indicates that it is by no means impossible. Similarly, there are colleges which can pass on to employers detailed information relevant to their particular requirements. The extent to which an individual college is able to do this depends on the sophistication of its assessment and recording procedures.

It has been suggested that profile records of attainments would facilitate progression between different types of provision while at the same time providing a common system of record keeping and certification and allowing for the recognition of personal qualities which cannot be assessed by more formal techniques. Certainly sound assessment procedures would facilitate the achievement of a better match between the wide variety of provisions and of special needs.

Curriculum development

It is clear that work on the curriculum must be given high priority. Many new courses must be developed and adaptations made to existing ones in order to cater adequately for the range of special needs. Planning in this area must stem from the particular needs, aspirations and objectives of individual students and from the demands made by local conditions. Many of the pedagogical developments that have benefited younger children, such as precision teaching or the more widespread use of sign language, have relevance to the 16–19 age group as well. It is also vital to recognise that procedures for monitoring student progress must be tackled as an integral part of curriculum planning and the development of appropriate materials.

It has been evident throughout this report that many curricular and pedagogical innovations are local in origin and use. In order for the FE sector as a whole to capitalise on these initiatives and to avoid the wasteful duplication of effort, it is essential for systematic work to be done on collecting and disseminating information on existing practice and on viable curriculum materials that have already been developed. Agencies such as the FEU have an important role to play here.

Legal implications

In recent years there has been recurrent controversy regarding the precise legal duty of local education authorities to provide further education opportunities for young people with special needs. The secondary and FE sectors overlap between the end of compulsory schooling and an individual's nineteenth birthday, but the law relating to the two sectors was not laid down in the 1944 Education Act with equal detail. The types of

course available and students' motivations in following them meant that references to the nature of further education tended to be somewhat vague. Section 41 of the 1944 Act required LEAs to secure the provision of "adequate facilities" for FE for—but not necessarily in—their respective areas.

The greatest ambiguity lay in Section 8, which may be regarded as underpinning the confusion arising at the LEA level. In Section 8(2)(c) it was stressed that local education authorities should have particular regard to "the need for securing that provision is made for pupils who suffer from any disability of mind or body by providing, either in special schools or elsewhere, special educational treatment, that is to say education by special methods appropriate for persons suffering from that disability". Within the wider context Section 8 stipulated that LEAs should provide "full-time education suitable to the requirements of senior pupils, other than such full-time education as may be provided for senior pupils in pursuance of a scheme made under the provision of the Act relating to further education". This statement is in fact open to two quite different interpretations:

(i) LEAs are required to secure provision either in school or FE for all 16–19 year olds who want to continue in full-time education, but not necessarily in whichever of the two an individual prefers;

(ii) LEAs are obliged to secure sufficient provision in schools for all those in the 16–19 age group who wish to continue in full-time education.

This latter interpretation would, then, imply that the offer of a place at a college of further education would not discharge an LEA's duty.

Financial implications

It is sometimes argued by local authorities and individual colleges which are not yet providing for students with special needs on any significant scale that financial restraints limit their potential contribution, when not actually ruling it out. There is a very important issue here which must not be ignored. Certainly, finances are important, and a major determinant of what is feasible is the amount of money available for spending. Whether or not a particular form of provision is implemented or implemented on a scale sufficient to give it a chance of succeeding will often depend on financial considerations.

An additional problem is the sheer difficulty of establishing the cost of an educational provision and identifying the impact of a modification to it. Hegarty and Pocklington (1981) found in their study of integration programmes that senior members of staff were generally unable to produce specific pieces of information on costs, while the vast majority of staff were uninformed about the financial parameters of the provisions they were involved in.

The result of all this is that financial limits impose very real limits on provision. This can not be taken to justify inertia however. First of all, one can cite numerous improvements that can be effected with little or no cost: co-operation over the transfer from school to FE; disseminating information on opportunities provided by all the agencies in a given locality; in-house staff development initiatives; greater involvement of parents; formulating detailed polciy statements on the admission, education and training of young people with special needs; and designating "named persons" at local authority and institutional level to ensure their implementation. Secondly, costs are only one determinant of what is possible. Attitude and imagination are also important and they are not governed by money. Within a given level of resources there are numerous possibilities, and the creative use of existing resources can expand provision in many directions.

Staff development

Any efforts to improve or expand provision depend for their success on the availability of staff trained and experienced in meeting all kinds of special need. Colleges which fail to recognise the urgency of staff development in this area will soon find themselves overtaken by events as the numbers of their students with special needs increase.

It has been noted that there are at present few systematic training schemes that are of relevance to teachers with major responsibility for this area of work. In practice these teachers have a variety of training needs deriving from their different levels of experience and expertise. The kind of provision made for them will need to reflect this diversity. The time is now ripe for a radical rethinking of both initial and in-service training, if

programmes are to be sufficiently comprehensive. It is time, too, for efforts to be made to bring about a change in attitude among all FE staff whose contact with these students is at present more limited. Short "awareness" courses for this group could be relatively easily organised on a local authority or in-house basis. The problem of overcoming the reluctance created by the Burnham method of categorising levels of work is currently more intractable.

Our findings would suggest that post-experience courses will need to pay particular attention to curriculum development, assessment procedures, counselling and special teaching methods. An important contribution towards improving work in these areas could also be made by ensuring better consultative links between the colleges and external sources of specialist advice.

Because of the need to ensure a more effective use of resources, it must be expected that self-help in the form of inter-college initiatives and informal discussion groups will supplement the provision made through formal courses. There is some evidence that strategies of this kind are already growing in popularity and it may indeed be the case that such co-operative ventures will play an increasingly significant role in the future.

Flexibility or chaos?

A recurrent theme throughout this report is the diversity of provision available at local, regional and national levels. One has to ask if this represents a planned response to individual needs, taking careful account of local conditions and drawing on the experience of already established practice, or whether it is the outcome of unco-ordinated efforts to respond to the needs of a particular group immediately in view. The burden of evidence leans toward the latter and would suggest that there is far greater variation than is desirable. Much of the diversity is attributable to the ad hoc way in which provision has developed, as individual institutions have responded to immediate local requirements.

There is need for rationalisation in order to avoid wasteful duplication of effort, to ensure that the lessons from others' experience are learnt, to eliminate gaps in provision, and above all to maximise the efficient use of resources. On the other hand, it must be realised that careful planning cannot—and should not—eliminate diversity and that there should still be enormous variation. This emerges clearly if one looks at the task in terms of adapting mainstream provision so that it is effectively open to a wider range of students including many with special needs. (It may be noted that this process may well turn out to benefit existing students of low ability, as has happened with integration programmes in the school sector. Pupils in remedial departments often receive better teaching when the school takes on pupils with more pronounced learning difficulties and as a consequence staff become more aware of learning difficulties throughout the pupil body and develop their skills in dealing with them.) This is not to take the naive integrationist view where pupils with special needs are placed willy nilly in mainstream colleges, and segregated provision as in specialist colleges is discontinued. It is rather to see the problem as essentially one for the mainstream colleges and the changes they must make in order to accommodate and provide effective instruction for students with special needs.

The variety of special provision then will reflect the diversity of mainstream provision. Hopefully it will be as varied as the latter—in that most of its opportunities will be open to those with special needs—but not significantly more so through the creation of additional forms of provision unique to those with special needs.

Appendix One: School Based Provision

This Appendix contains Examples 2.3 and 2.4 (outlined in Chapter 2) in full.

Example 2.3

Design for Living Course

This course was developed jointly by three special schools, one catering for blind pupils with additional handicaps, the other two for the physically handicapped, though again each contains pupils with multiple handicaps. The schools combined forces to develop a structured programme for their school leavers which would help them in adult life to become "progressively independent, self-sufficient and socially competent". It was designed as a Mode 3 CSE course but intended for all the schools' pupils even though the CSE examination is taken by only a relatively small proportion of them.

The course is a two-year modular one whose components can be taken in any sequence. It is formally allocated two two-hour periods per week in the fourth and fifth year. In addition, the various elements of the programme are constantly reinforced both in the formal and in the informal curriculum of the schools in question.

The syllabus covers three broad areas: home management; getting on with people; and health. These are detailed below.

Section 1—Home Management

(a) Setting up home
(b) Running a home
(c) Planning and budgeting in the home
(d) Practical work and repairs
(e) Safety in the home
(f) Leisure pursuits at home
(g) Acquiring a home

Section 2—Getting On With People

(a) The family in society
(b) People of different backgrounds
(c) Law and order in society
(d) My town or village
(e) Government
(f) Safety in the community
(g) Leisure pursuits and opportunities
(h) Services for the community

Section 3—Health

(a) Personal hygiene
(b) My body
(c) Child development
(d) Adolescence
(e) Prevention of diseases and ill health
(f) First Aid
(g) The National Health Service

SECTION 1—HOME MANAGEMENT

(a) **Setting up home**

Estimating cost and use of materials, fabrics, wall coverings, carpets and floor coverings, paints, furniture, essential items of equipment.

(b) **Running a home**

Simple facts about heating and lighting: electricity, gas, water. Planning jobs in the home on a
(1) daily basis
(2) weekly basis
(3) monthly basis

Planning meals and shopping. Using and maintaining household equipment.

(c) **Planning and budgeting in the home**

Budgeting for essential requirements eg food, heat and light. Reading meters and costing fuel. Payment of rent or mortgage. Payment of bills weekly, monthly, quarterly or annually. Understanding of hire purchase, credit and discount.

(d) **Practical work and repairs**

Electricity—wiring a plug or switch; mending fuses; changing bulbs; replacing elements in kettles and fires; replacing worn cable or flex.

Plumbing—understanding domestic water system; changing tap washers; repairing overflowing cisterns; location of stop taps; preventing burst pipes; clearing blocked drains.

Gas—location of stop valves; precautions with gas leaks.

Sewerage—how the system works.

Windows and doors—painting and preserving; replacing hinges, handles and locks; special security locks.

Walls—repointing and damp-proofing methods; mixing cement.
Roofs—roof construction, types of tiles, replacing broken or leaking tiles, other types of roofs.
Insulation—draught excluders, double glazing, cavity wall insulation, roof insulation, heat losses.

(e) Safety in the home

Avoiding fire and burns—use of guards; care when smoking; care and use of electrical equipment; correct wiring of plugs; airing clothes safely; what to do in case of fire; use of fire extinguishers; flameproof materials for clothes; correct storage of inflammable liquids; dangers for children; fireworks and bonfires; cooking accidents; hot water bottles and electric blankets.
Food and poisons—correct storage of medicines and correct dosage. Safe storage of disinfectant and other kitchen materials. Storage of food.
Prevention of suffocation—problems for babies—beds—pillows, etc. plastic bags. Fireguards.
Buying for safety—British standards.
Is your home safe and secure? Awareness of common dangers and being security conscious.

(f) Leisure pursuits at home

Gardening: practical work on simple propagation techniques; germinating, planting and care of flowering and food producing plants.
Needlecraft: toy making: wooden toys, soft toys, etc.

(g) Acquiring a home

Buying a house: the solicitor's job; the cost of employing a solicitor, how to contact one.
Estate agent's job and cost of employing one.
Building Society—how they operate; how to get a mortgage; how much the repayments will be.
Renting a house—council houses, private houses.
Advantages and disadvantages—renting versus buying.
Types of houses—detached, semi-detached, terraced, maisonette, bungalow.
Importance of house situation—bus route, shops, busy main road, quiet situation, schools, leisure facilities.
Adaptations necessary to make a home liveable in.

SECTION 2—GETTING ON WITH PEOPLE

(a) The family in society

What is a family? Relationships within a family. Inter-family relationships. Discipline and routine. Family events.
How society helps the family—officials who make contact with the home; allowances, welfare and social services, etc.
Communicating with others:— listening, conversing, letter writing, telephoning.

(b) People of different backgrounds

The different races which make up our society; their religions, beliefs, traditions, countries of origin.
Tolerance—understanding other people's points of view.

(c) Law and order in society

The role of the police force. Laws and their enforcement. Penalties for breaking the law. Moral issues in abusing the law. Rights, rules and conventions at work and in society. Justice; jury service; examples of situations where law and order have failed.

(d) My town or village

Geographical features of the town. Statistics of population, area, etc. Local industries, amenities, transport, agriculture, famous or prominent people.

(e) Government

The role of an M.P. My local Member of Parliament is . . . . Elections and voting at local (by-elections) and national (general elections) level. Parliament; the House of Lords and the House of Commons. The political parties. Local government; councils and the different departments; rates and taxes.

(f) Safety in the community

Road safety: highway code, green cross code, etc. Speed limits. Crossing the road. Local services: fire, ambulance, Red Cross, St. John's Ambulance Brigade. Safety at work: guards, lifting, protective clothing etc. Fire drill.

(g) **Leisure pursuits and opportunities**

Finding out about clubs and when they function, eg youth clubs, sports clubs, PHAB clubs, etc. Also the whereabouts of cinemas, theatres, societies, museums and galleries, evening classes.

Knowlege of indoor and outdoor games, and the respective skills involved. Special skills, eg map reading.

Discussions about T.V., radio, films, records and books. Use and care of equipment: camera, record player, tape recorder, sports equipment etc.

Discussion and planning of holidays. Reading newspapers and magazines. Using bookshops and libraries. Knowing the whereabouts of craft, sports, hobbies, and D.I.Y. shops.

(h) **Services for the community**

Schools, nurseries, play groups, social services, youth services, housing, Citizens' Advice Bureau, family advice, welfare services, health services—clinics eg family planning, ante-natal, etc., surgeries.

SECTION 3—HEALTH

(a) **Personal hygiene**

Cleaniliness and care of the skin, hair and teeth. Fresh air, exercise, rest and sleep.

(b) **My body**

The structure and function of the skeleton. Joints and muscles in movement. Position and function of internal organs. An elementary outline of the central nervous system. Respiration and circulation. Blood-groups, cells, transfusions. Digestion and excretion. Reproduction—basic understanding of function of reproductive organs. Organs of special sense—ear, eye, nose, skin, tongue.

(c) **Child development**

Preparation for the birth of a baby. Pre-natal and post-natal care of mother. Clothing, equipment and accommodation required to meet babies' needs. Growth and development in childhood—physical, mental, social and emotional. Fears, communication, play. Behaviour—character, temper, jealousy, aggression, discipline, punishment.

(d) **Adolescence**

Physical changes—growth spurt, onset of puberty.

Emotional changes—interpersonal relationships, boy and girl, courtship, marriage.

Effects of tobacco, alcohol and drugs (prescribed and unprescribed).

Contraception, abortion, parenthood.

(e) **Prevention of diseases and ill health**

Correct procedure in case of illness. Rules for healthy living. Immunisation, vaccination and innoculation. Infectious diseases, contagious diseases. Reference to minor ailments eg common cold, mumps, measles, etc. Reference to some major diseases eg cancer.

(f) **First aid**

Simple first aid for cuts, bruises, burns, scalds and fractures. How to deal with fits, faints, nose bleeds, etc. Mouth to mouth/nose-resuscitation. Emphasis on "first aid" and that it is important to send the patient to a doctor or hospital if necessary. Correct procedure for doing this.

(g) **The National Health Service**

Two major areas: curative and preventive.

Area health authorities. The family doctor or G.P. Help offered by the State, local authorities, voluntary organisations.

Clinics and health visitors, dentists, opticians.

Financial help: the Department of Health and Social Security. How to obtain information about benefits, and the benefits and allowances themselves. Where to find and how to contact representatives of the available services.

Services essential to health—clean food and water. Hygienic disposal of sewage and refuse. The Public Health Inspector's role.

In addition to the above the teachers involved in running the course have a more comprehensive breakdown of the syllabus which gives a detailed teaching plan for the course. This indicates for each week what topics

should be covered and when visits or other follow-up activities should be arranged. Regular meetings to discuss the progress and development of the course take place among members of staff from each of the three schools.

Example 2.4

Leavers Unit Programme

This example comes from an independent school run by the Spastics Society catering for cerebral palsied pupils of average ability. Pupils in the age range 14–17+ spend most of their time in a Leavers Unit which is housed in its own premises separate from the main school. The Unit has links with a local comprehensive school and a college of further education. Pupils are encouraged to visit the college and in return college students frequently visit the school—something which is seen as an important element of the social skills programme.

Within the Unit they follow a programme designed specifically for them to promote independence and readiness for adult life. There are three inter-related parts to the curriculum, which focus on skills to be acquired and developed:

(i) Continuity and support in the basic areas of numeracy and language development.

(ii) Developing social skills and behaviour, with emphasis upon personal competencies and inter-personal relationships.

(iii) Identifying and developing vocational and leisure skills and aptitudes.

(i) Numeracy and language development

This breakdown focusses on the numeracy and language skills which will be of most use to the young people when they leave school for the outside world.

(ii) Social skills and behaviour

To develop an awareness of handicap and to help in the acceptance of it. This is done by discussions on possible vocations (inter-relationship with No. (iii) of the three basic areas) and when these have been noted, organising and providing tasks which the young person would be required to do in his/her particular choice of vocation. From the successes or failures of each young person in the tasks set it is possible to show them, in an acceptable way, their capabilities and incapabilities. Much work is done in this area to make each young person aware of his/her limitations and from this has come acceptance of handicap. Once this has been achieved then a programme is worked out with each member of the group of what they are capable of now, the necessary work involved in achieving more, and developing that programme to obtain a realistic optimum achievement. The group is encouraged in the work and living area to compensate for each other's disabilities in all aspects of their vocational and social training.

Using the Leavers Unit to develop Social skills—mealtimes.

Preparing meals,

Preparing table for meals,

Serving meals

Learning the Social Skills of the dining table.

Sharing, or organising the cleaning up after meals and leaving the area clean, neat and ready for the next meal time.

Work on diet and the items of food necessary for balanced diet. Working out balanced meals for the group both on a daily basis and weekly basis. This then brings in the numeracy area with shopping and costing of items—which then incorporates budgeting.

Development of competency in personal hygiene by use of washing machine. Group is able to launder their small items of clothing—their literacy has helped in the operating instructions of the washing machine and soap powders. All these activities which are a part of the Leavers Unit help each young person in the group to achieve a measure of personal competency.

Emphasis is also placed on personal hygiene with regular discussions on hygiene of the body and how lack of personal hygiene can affect other people they come into contact with.

(iii) Vocational, occupational, leisure skills and aptitudes

During awareness of handicap and acceptance comes much of the guidance towards vocational skills.

An attempt is made to make each young person aware of limitations then discussion takes place as to how near to the chosen vocation the young person can

operate. Where possible visits are arranged to places of work: offices, factories, retailers, wholesalers, sheltered workshops etc., to give the group an insight into what would be required of them in normal work situations.

Work situations are created in the school environment to assess the capabilities of each member of the group.

They are given a series of manipulative tests using Visman apparatus to determine their manipulative competency. Members of the group competent at typing are given post of secretary to the Unit. Members competent in numeracy given post of Accountant to the Unit.

Any vocational ability is given a task in the Unit which helps in the running of same—thus creating work situations which use the particular vocational or occupational ability of the member of the group.

Leisure skills are developed on the same lines with interests and abilities taken into account. Leisure activities available to the group include:

(a) Gardening
(b) Angling
(c) Art and Craft
(d) Wheelchair Dancing
(e) Oil painting
(f) Musical appreciation
(g) Athletics for the handicapped
(h) Indoor games.

(a) Gardening—Kitchen gardening
Classroom and Greenhouse—propagation of outdoor and houseplants.

(b) Angling—mainly coarse fishing and ledger fishing.

(c) Art and Craft—collage and poster work, candlemaking, embroidery.

(d) Wheelchair Dancing—folk dancing and disco dancing.

(e) Oil painting.

(f) Musical Appreciation—sessions on Classics, Opera, Country & Western, Folk Singing and Music, Pop Music, synthesised music—a complete range of different kinds of music to please all tastes.

(g) Athletics—a number of games held called Mini-games, Welsh Games etc. every year.

(h) Indoor games—table tennis, skittles, draughts, chess, scrabble etc., with inter school competitions during Autumn terms when inclement weather begins.

Appendix Two: College Based Provision

This Appendix contains Examples 3.3, 3.5 and 3.6 (outlined in Chapter 3) in full.

Example 3.3

Bridging Course

Introduction

The course programme has been devised to meet the direct needs of under- and low-achievers in the 15–19 age group as outlined in the ILEA Inspectorate Working Party document *Proposals for improved co-operative educational provision by schools and colleges for low-achieving 15–19 year olds* published in October 1975 (The Blue Book).

The aims and objectives of such a programme were outlined in the Blue Book as follows:

1. To increase the potential for employment of low achievers who may have capabilities as yet unrealised on leaving school while yet providing a preparation for life as a whole.
2. **Objectives**
   Any programme aimed at preparing young people for work and life must concern itself with a variety of elements to engage and motivate the students: by achieving a greater understanding of working environments, by inculcating knowledge relevant to jobs, and enabling students to select from available choices in terms of their own abilities, inclinations and requirements, and by helping them to recognise the particular skills which they may be called upon to perform, and in which proficiency will, therefore, have to be achieved. At the same time, the student should be enabled to develop individually and academically and to appreciate the new obligations and opportunities of an adult work role.

Aims

The aims of the course are:

1. To help students achieve a smooth transition from school to adult life by:
   1.1 Improving their social and life skills to cope more effectively with either staying on in education or going to work.
   1.2 Improving their standard of education generally and their communication and numeracy skills in particular.
   1.3 Working towards external certificate in Numeracy and Communications.

Selection of students

Characteristics of Students on the Course: All students selected will be underachievers or low achievers, but in different ways. They may be:

1. School attenders who are literate but who are slow learners, who might benefit from a new learning environment.
2. School attenders who are lacking in the motivation to learn in their present learning environment.
3. Spasmodic school attenders who may cover the whole ability range.
4. Underachievers whose underachievement is exaggerated by behavioural problems.

Course Description

Students may study communications, numeracy, careers, TV/media studies, social education, art, and leisure/games. For each of these the course handbook offers a detailed framework outlining aims, objectives, process and product. The framework relating to the communications element is included here as an example. In addition students have the opportunity of following faster courses in typewriting/office skills, household/manipulative skills and engineering.

Profiling Documents

The college uses detailed assessment grids and student report forms which are completed at half-term and at the end of the Autumn and Spring terms. Assessment is also undertaken after the first three weeks' probationary period at a meeting of course tutors. This is carried out largely on the basis of attitudinal qualities. These profiling procedures are currently in the process of being reviewed and expanded.

COMMUNICATIONS SKILLS:

Aims	Objectives		Process	Product
1. To enable the student to receive and to interpret information in written and graphic form	1(a)	Read and understand written texts in various forms	Students will: Read various texts, eg memos, book and newspapers, pamphlets and notices and answer questions	Students will show competence in reading and understanding written information
	1(b)	Read and understand tabular and graphic information in various forms	Construct for charts and pie charts from surveys. Then answer questions after reading graph	Reading and understanding graphic information
	1(c)	Identify the relevant points of a given text	Read pamphlets and documents and extract that information which is relevant	
	1(d)	Read and understand questions and requests	Fill out accident report form	Reading and understanding questions and requests
	1(e)	Identify statements which are/are not supported by evidence within a given text	Read instructions on the operation of a machine	Identify statements which are/are not supported by evidence within a given text
	1(f)	Distinguish fact from opinion	Read newspapers and answer questions. Examine the way in which the media portrays events	Be able to evaluate information and have some understanding of bias
	1(g)	Identify emotive words and phrases	Study the use of language and art in advertising	
	1(h)	Identify ambiguous or confusing statements	Compare advertisements with the reality of the product	
	1(i)	Find and use specific material and information from given sources	Use an A–Z and other references	Be able to find relevant information from standard sources
	1(j)	Deal with information when presented in handwritten form	Read handwritten memos and act upon them	Be able to read handwriting
	1(k)	Check for discrepancies in written work	Check and correct their own written work	Develop accuracy
	1(l)	Carry out simple copying exercises	Copy out relevant information as and when required	
2. To enable the student to receive and interpret information in oral form	2(a)	Listen to and understand information in oral form	Students will:— Take verbal instructions on how to get to a certain part of London	Students will show competence in:— Listening to and understanding information given in oral form
	2(b)	Identify relevant points from oral messages	Take down important points from telephone messages	
	2(c)	Listen to and understand questions and requests	Simulate a given situation	
	2(d) 2(e) 2(f)	Distinguish fact from opinion Identify emotive words and phrases Identify ambiguous or confusing statements	Listen to and evaluate a variety of media sources	

Aims	Objectives	Process	Product
3. To enable the student to communicate effectively in written and graphic form	3(a) Organise content and write effectively	Write letters to various agencies employers, banks, relatives, etc.	Writing effectively and organising content
	3(b) Write with sufficient observation of conventional standards of legibility, spellings, punctuation and grammar to maintain the understanding and confidence of the reader	Use various styles of writing (formal/informal) depending upon the requirements	
	3(c) Explain and describe objects; processes, events, opinions in a logical sequence	Write accounts of visits	
	3(d) Use paragraphs where appropriate	Write reports/memoranda messages, etc.	
	3(e) Will be able to fill in forms in an appropriate manner	Fill in standard/non-standard forms regarding banks employment, etc.	
	3(f) Will file and keep course records	File and keep course work	
	3(g) Make notes from written and spoken material	Students will: Make notes from films and books	Students will show competence in: Formulating questions and requests for a specific purpose
	3(h) Formulate questions and requests for a specific purpose, and use appropriate content and expression	Write letters, memos, messages	
	3(i) Express aural and written data in simple graphic and tabular forms where helpful	Draw sketch maps, and construct various graphs from written information and from surveys. Write a report reflecting this data	Express oral and written data in pictorial forms and vice versa
	3(j) Express tabular or graphic data in written form		
4. To communicate effectively in oral form	4(a) Organise content and communicate effectively	Give precise oral instructions on directions. Explain a simple process, eg how to make a telephone call	Organising content and communicating effectively
	4(b) Speak audibly		
	4(c) Explain and describe objects/processes/events/opinions in a logical sequence, or, where there is none, sensibly and clearly	Give a report of an event or of a visit they may have made	
	4(d) Formulate question and requests for a specific purpose	Telephone and visit certain places to find out information, eg stations, airports, colleges, banks, etc.	Formulating questions and requests for a specific purpose
	4(e) Express tabular or graphic data in oral form	Look at various charts and tables and read information from them	Expressing tabular or graphical data in oral form
	4(f) Be able to contribute effectively to a discussion	Discussion of materials and issue involved in common skills	Able to make use of and contribute to discussion

Aims	Objectives		Process	Product
5. To deal effectively with a variety of problematic situations	5(a)	To enable students to experience problematic and realistic situations in a familiar setting	Role plays and simulations requiring negotiation and persuasion, e.g. consumer rights simulation	Students should show competence in effectively problem solving and making considered decisions in the personal and public sphere
	5(b)	To enable students to discuss and evaluate strategies for dealing with problems outside and inside school	Negotiation and persuasion exercises in real life situations outside school	
	5(c)	To find appropriate agencies for advice and help	Investigate outside agencies as sources of help and information, eg exercises, involving visit to CAB, etc.	
	5(d)	Communicate needs effectively to agency and organise and evaluate information obtained		

Example 3.5

One-year course for students who have left ESN(M) schools

The Students

This is a full-time one-year course for young people who have spent all their school life in special educational establishments, often away from their homes and local communities and who have moderate learning difficulties. The students may have multiple disabilities such as spasticity, mild brain damage or epilepsy as well as social, emotional and educational difficulties. They will be unready for work but likely to benefit from further education. They will need a considerable amount of personal attention that double staffing and team teaching affords. Students are likely to be recruited from their schools, the careers service, the social services, or other relevant agencies.

Aims and objectives

The course is designed to develop the students' ability to understand and cope within their community and environment and maximise their learning potential in basic skills in order that they might apply them in situations encountered in everyday life. Within these learning situations an education programme will be devised to lead by carefully measured steps to the achievement of the aims. The course objectives are:

1. To assist further cognitive development, with particular reference to numeracy and literacy.
2. To develop social competence and independence.
3. To encourage various skills and abilities relevant to their vocational and general development.
4. To increase self confidence and foster personal development.
5. To increase the students' ability to maintain themselves in the community without recourse to statutory institutional provisions.
6. To increase the students' knowledge of survival skills in water safety, fire and accident prevention.
7. To exercise and increase their manual and manipulative skills and knowledge of simple repair and maintenance tasks.
8. To increase the students' ability to enjoy their leisure in a meaningful and constructive way.
9. To assess individual capabilities for employment or other future placement.

The above are based on the assumption that the ESN/handicapped school leaver will, age for age, be more disadvantaged than his less handicapped contemporary. The course will set out to rectify, as far as possible, this disadvantage as swiftly as practicable. This may mean concentrating on teaching basic skills in important focussed areas and then where appropriate increasing the students' skills over a broader field.

Staffing

Staff teaching on the course will: hold an optimistic view of students' potential for improvement; demonstrate an understanding of the problems confronting the students in a sympathetic way; be able to give students individual support and enable the peer group to achieve a supportive role to individuals; have an understanding of behavioural and learning problems combined with firmness in obtaining acceptable standards; accept that there are differences in learning ability and in personality and that teaching methods must remain varied and flexible; and be prepared to work closely with others on the course team in order to achieve a co-ordinated pattern of learning activities for the students.

Course content

The curriculum will include the teaching of basic skills of language, literacy, numeracy and access to places and information likely to be commonly needed.

These skills will be taught and fostered in the following contexts:

- The college and classrooms
- Communications and numeracy sessions
- Using the community
- Travel and educational visits
- Preparation for work
- Physical Education
- Manipulative skills in cookery, art and multi-skills workshops
- Leisure
- Personal relationships and growth
- Self-Help

(For each of these areas staff work within a framework of carefully specified aims, objectives, teaching methods and subject content. The course handbook sets these out in detail.)

The college in itself will provide vital and varied experiences for students to manage and adapt.

The process of travelling to college from their own homes will be a challenge. Students will be expected to negotiate the transport system in the rush hour in order to arrive punctually. They will need to handle their fares and/or passes and establish a route which is the most convenient and appropriate. This is an important step for many students who may not have previously travelled alone and have been accustomed to specially arranged transport.

The staffing in college is likely to be very different from their previous school. They will be taught by a cross-section of staff from a number of departments, although they will have a course tutor with whom they can more closely identify. They will come into contact with canteen staff, school keepers, administrative staff and if necessary may approach Student Services staff of their own volition.

The college is a large and complex building. Students will have to orientate themselves and although working from a static 'Base Room', they will at times use facilities open to other student groups. The canteen will be one area in which they will need to use practical skills. They will have to manage vouchers and money correctly. They will need to queue and select their food alongside all other users of the building during their lunch and tea breaks.

It is the informal and unstructured times in college life which will provide students with the opportunity to apply immediately those skills for survival in the community which are being encouraged and developed in the classroom and workshops.

Example 3.6

Work Preparation Course

Students

To be drawn from the local area. The students will be ESN(M) and lower ability comprehensive school pupils. The students attending the course will be selected via the joint consultation of the Careers Advisory Service and personnel at the college. The number of students attending the course at any time will be 10 to 15 (maximum).

Duration

Approximately 28 weeks, five days per week. The first four weeks will be in the Summer term when the students have left school after the Spring Bank Holiday. They then return in September and continue until just before Easter, leaving then to give a better opportunity for job seeking.

Aims of Course

1. To bring students to an acceptable level of attainment for employment.
2. To develop skills and patterns of behaviour that will assist students to obtain and retain employment, or entry to an Industrial Course which will eventually lead to semi-skilled employment.
3. To develop and improve life and social skills.

General Objectives

By the end of the course it is felt that the students will be better equipped to:

(a) Accept the discipline of working under pressure.

(b) Work as one of a team.

(c) Use initiative and accept responsibilities within a work situation.

(d) Understand and conform to basic workshop procedure.

(e) Develop good work habits eg timekeeping, safety procedures.

(f) Develop a clear idea of what kind of job they would like to do, and methods to adopt in obtaining a job.

(g) Improve basic literacy, communication and numerical skills.

(h) Function in a "social" situation eg form better relationships with colleagues, improve self-confidence etc.

(i) Handle money, and become familiar with basic essential services and systems eg Social Security, form-filling etc.

Course content

There will be four main areas of study. The time spent on each area will vary according to the availability of staff, workshops, etc; it is also appreciated that there will be some overlap within the subjects. The approximate time allocation for these four areas will be:

Vocational/Workshop Skills	12 hours per week
Work Experience	10 hours
Life/Social Skills	8 hours
Enrichment	2 hours

1. **Vocational/Workshop Skills**

Students will spend time in various workshops where they will be instructed in: safety procedures, basic operating skills, handling tools and equipment, storage and handling of materials, recognition of number, letters, materials, colour etc. Within the workshop students will become familiar with "factory conditions" and the "experience of work". It is felt that most of the General Objectives outlined above, will be attained within the workshop, in particular objectives (a) to (f).

It is hoped that students will be given the opportunity to spend some time working primarily in two trades: Welding/Fabrication and Machine Shop/Mechanical Engineering.

It is hoped that the students will also be given vocational/workshop training in some of the following areas: Soft Furnishing, Handicrafts, Cookery and Catering, Basic Needlecraft.

2. **Work Experience**

Initially, most students will receive their Work Experience within the college. Eventually they may move into positions in nearby establishments.

The basic idea is that the students will be in a realistic work situation, and will become valuable members of a working team. It is appreciated that in certain situations this may not always be the case, but it is hoped that as far as possible this will be achieved. It is felt that a successful period of Work Experience will go a long way to attaining many of the General Objectives.

Within College

(a) **Refectory**

- (i) Washing up
- (ii) Sweeping and cleaning
- (iii) Clearing away
- (iv) Tidying cupboards
- (v) Counting and checking stock
- (vi) Assistance in preparation of meals: peeling vegetables, buttering toast etc.
- (vii) Setting tables—cutlery, table-cloths etc.

(b) **Caretaking**

- (i) Recognition and selection of cleaning materials
- (ii) Sweeping floors
- (iii) Polishing floors and furniture

(iv) Litter cleaning and collection
(v) Moving furniture and equipment

(c) **Assistant in library**

(i) Cleaning and dusting
(ii) Carrying stock
(iii) Routine copying
(iv) Making, collecting, dispensing tea
(v) Counting eg collating pages
(vi) Keeping shelves tidy and ordered

(d) **Machine minder, reprographics**

(i) Checking and counting stock
(ii) Cleaning machines
(iii) Keeping simple records
(iv) Starting and stopping machines
(v) Collating papers

(e) **Storekeeper's Assistant**

(i) Safe handling of tools and equipment
(ii) Safe storage and neatness
(iii) Lifting and handling properly
(iv) Checking and counting stock
(v) Work on mechanical saw

(f) **Engineering Technician's Assistant**

(i) Fetching and carrying tools and equipment
(ii) Assisting in maintenance work
(iii) Simple marking, painting tasks
(iv) Assisting technician in his general duties

(g) **Pottery Technician's Assistant**

(i) Preparation of materials for pottery classes
(ii) Pugging
(iii) Cleaning and tidying pottery room
(iv) Assisting technician in her general duties

Outside College

(a) **Engineering Firms**

It is felt that some of the following tasks may be appropriate to students located for Work Experience with local firms:

(i) General cleaning and tidying
(ii) Simple routine machine work
(iii) Repetitive straightforward duties
(iv) Making, collecting, dispensing tea
(v) Carrying messages, tools and equipment
(vi) Checking and counting stock

(b) **Supermarkets—large shops**

(i) General cleaning and tidying
(ii) Labelling and pricing commodities
(iii) Stacking shelves
(iv) Carrying messages and stock
(v) Making, collecting and dispensing tea

(c) **Old People's Homes**

(i) Dusting and general cleaning duties
(ii) Making beds and arranging furniture
(iii) Making tea, toast etc. for residents
(iv) Providing companionship for residents

(d) **Playgroups**

(i) Working with children in the playgroup
(ii) Preparing material—paint, plasticine, etc. for children
(iii) General cleaning and tidying
(iv) Making drinks for staff and children

(e) **Gardening duties**

These consist of working in the gardens of old people within the area; or on spare ground in educational establishments. Duties consist of:

(i) Tidying lawns—cutting grass, trimming hedges etc.
(ii) Digging over vegetable patches
(iii) Weeding and tidying flower patches
(iv) Weeding, sweeping, clearing garden paths
(v) Clipping, trimming, tidying hedges

(f) **Refectories, Canteens, Catering Establishments**

Duties here would be similar to those in the college refectory.

3. **Life Skills**

(a) Improvement of basic literacy skills ie writing, reading, talking, ordering papers
(b) Improving job-seeking behaviour eg filling in application forms, conduct at interviews, looking for jobs
(c) Use of telephones, intercom.
(d) Alphabetical order
(e) Form-filling eg income-tax, sick-note, etc.
(f) Telling the time—24 hour clock

Computation/Money Handling

(a) Improvement of basic numeracy skills, addition, subtraction etc.
(b) Handling bills
(c) Pay packet—rate of pay, deductions etc.
(d) Sickness Benefit/Social Security
(e) HP
(f) Shopping—getting best prices, checking—change etc.
(g) Spending your wages—basic budget etc.
(h) Savings—Post Office, Bank, Building Societies, etc.

Personal Presentation/Behaviour

(a) Hygiene—general cleanliness, washing, hair-care, teeth care, etc.
(b) Dress—protective, attractive, practical; washing clothes
(c) Develop concept of "self"
(d) Personality—approach, address, manners, posture
(e) Manners—patience, obedience, opening doors, courtesy, etc.
(f) Basic sex education—contraception, STD, relationships with opposite sex
(g) Attitudes to marriage, family-life
(h) Looking after yourself; prevention of disease, visiting doctor, dentist

Life in the Community

(a) Public Services and how to use and contact them—Police, Fire Service, etc.
(b) Transport—ability to use public transport, read timetables, calculate length of journey, cost of journey, etc.
(c) Voting—local elections, national elections, basic philosophy of political parties
(d) Rents, rates, taxes
(e) Social welfare
(f) Registration of births and deaths
(g) Simple map-reading and direction finding
(h) Eating out—selecting from menu, etc.
(i) The home—different kinds of housing, interior decorating, services in a home, eg gas, sewage, safety in the home

4. **Enrichment**

(a) Physical Recreation—swimming, badminton, athletics, five-a-side football, gymnastics
(b) Cooking—simple convenience meals, types of drinks, cocoa, tea, etc, more elaborate meals
(c) Art work
(d) Walking—rambling
(e) Leisure pursuits discussed—how do students spend their spare time
(f) Media Studies—film, TV, radio; newspapers; discussion of programmes watched etc. Advertising, what does it do, how does it work

The depth of study in the Life Skills area will depend upon the ability and understanding of the students. It may be that, in the time available, not all of the topics can be satisfactorily covered.

Appendix Three: Youth Opportunities Programme

This Appendix gives full details of Example 5.2, including the course content. A partial summary has been given in Chapter 5.

Example 5.2

The following details show how the Work Introduction Course has been designed to meet the individual needs of each student and at the same time to develop those skills which will lead to a better chance of employment. By hinging all activities around the student's singular purpose of finding employment and by carrying out these activities in the real world and limiting classroom simulation, the course leads the student towards gainful employment as opposed to returning him/her to the ranks of the disillusioned unemployed.

Course Aims

To widen the young person's knowledge, understanding and experience of the world of work in preparation for it, by developing work skills through discussion groups and a wide use of audio-visual aids.

To provide positive, practical help to young people with their various unemployment problems by stimulating individual initiative, action and creative thought through a variety of educational exercises to be outlined, and the cultivation of awareness, appreciation and understanding of the factors influencing selection for employment, through practical activity and first hand experience.

To develop self-confidence and action skills.

To improve, where necessary, the young person's ability to communicate both in speech and writing, with special emphasis on practical work and the real person-to-person situation, including such matters as the use of the telephone, interviews, letter-writing and form-filling.

To improve, where necessary, the young person's ability in numeracy, so that his/her standard meets those imposed by local employers, when recruiting.

To identify potential, diagnose individual educational weaknesses and provide appropriate assistance.

To provide the young person with the opportunity to broaden his/her general education and to extend his/her horizons through a programme of activities and discussion sessions.

To help the student to understand more fully his/her role and responsibilities in the world of work and in society in general.

Student Selection

Identification of those youngsters for whom employment difficulties may arise will initially be through consultation between careers officers and schools. Final selection of youngsters for the course will be made by a course selection panel, comprising careers office, Training Services Division and college personnel.

Although the course is aimed primarily at those youngsters who need only a small amount of numeracy and communication instruction, together with other elements of the course, to bring them to the standard required for entry into normal employment or another YOP scheme, selection for the course must be based on the local unemployment situation prevailing at the time. To meet this situation, it may be necessary at the request of the careers offices or job centres, to assist those youngsters who have been classified as ESN(M).

Course Duration

The Work Introduction Course will be 26 weeks in length and will consist of two 13 week periods, each structured differently, and designed to meet the needs of the students as they progress through the course.

During the first period of 13 weeks, students will attend college for an average of 2½ days each week. The remaining time will be spent in industrial placement carrying out training programmes designed to provide general and specific work skills. In addition, during this first thirteen week period, one week will be spent at a residential centre.

In the second 13 week period, students will spend five days a week on employers' premises continuing with training set up during the first 13 weeks, or working through new programmes.

It is assumed that the students will work a 35 hour week throughout the course.

COURSE CONTENT

Induction

The induction period will involve the initial two days of the course and will be concerned with the following aims:

(a) to get to know the students well as people

(b) to develop a rapport with them

(c) to explain to them and to get them to fully understand the aims of the course

(d) to fully prepare them for the course so that they may truly benefit from it

(e) to introduce them to the college and the wide range of activities within it, so they feel part of the establishment and take full advantage of the social and educational provision available

(f) to introduce them to the college based projects and the various elements and roles and responsibilities within it

(g) to diagnose personal and educational strengths and weaknesses, and to assess the students in all applicable areas. This will be a common and important aspect of the whole course as will be the compilation of the records during this period

(h) to firmly establish the heuristic nature of the work and to instil the need for them to use initiative and self-reliance in the main part of the course, that of developing their abilities to acquire employment

(i) to clearly outline to the students the nature of the course as a whole and its component parts, including the weekly timetable

(j) to clearly indicate to the students their responsibilities in connection with time-keeping, attendance, commitment to the course and notification in the case of inability to attend

(k) to inform the students of their responsibilities in relation to safety, fire regulations and other college rules

(l) to present the course and centre as a whole as attractive and full of potential benefit for each student enrolled, (comparison with "school type" education may be necessary in order to dispel ideas that this approach is like school).

Job Rehearsal

One of the major problems facing many of the young unemployed is the fact that they are unable to identify their job ambitions. Others, who have formed some idea of the type of work they might like to do, are not sure that they would be suited to such work. Only when these doubts are removed, and replaced by a genuine desire to obtain work in a particular category, are the chances of satisfactory employment for those young people increased.

Job Rehearsal, together with project based work skills in college, helps to overcome these problems by providing the students with the opportunity to experience different work skills, either in "a sheltered environment" (ie college) or in a "work environment" (ie factory, office or shop). In addition they provide the opportunity for the student to undergo a detailed programme of training during which general and specific vocational skills can be taught and assessed.

When completing such a programme the student is better aware of his/her abilities and aptitudes and is able either to continue to look for similar work or to make a more realistic choice of another area of work.

General vocational skills are seen as those skills relevant to all work situations; specific vocational skills are those which apply to particular jobs and are incorporated into each training programme as a result of discussions with the employers. An example of a training programme is outlined later in this section.

Throughout the first thirteen weeks of the course, students will spend an average of 2½ days of each week in job rehearsal. During this period, students should be able to narrow their work preferences from broad areas of employment to specific job choices. In the second thirteen weeks of the course, students will spend five days each week on employers' premises, learning those skills relevant to the areas of work, identified during the first thirteen week period.

Several considerations will be taken into account when arranging job rehearsal placements:

1. The needs of the student
2. The availability of a cooperative employer who can offer sufficient time, resources and tuition in a particular job area
3. Which specific vocational skills are required for that type of work and must therefore be incorporated into the training programme
4. The length of time given to each activity
5. The possibility of full-time employment in such work, should the work prove suitable for the student
6. That the student will not be regarded as "cheap labour" or as someone who might hold up production and be a liability
7. That the student is aware of his/her responsibility to the employer and should he/she find the work not suitable will discuss this with the employer/tutor and not simply walk out

Visiting tutors will be responsible, throughout the 26 weeks of the course, for "in company" training. These tutors will liaise with employers and will draw up suitable training programmes. Daily contact will be maintained with all students in placement and their progress through the training programme will be monitored and assessed.

It should be noted that each placement will have a training programme designed to incorporate the specific and general work skills relative to that job. These programmes will therefore vary in length and content, and there will be as many programmes as placements.

Social and Life Skills

Although social and life skills are seen as an area of personal development and not a specialised subject to be taught as a separate entity within the courses, it is assumed that some input of knowledge is necessary for this personal development to occur.

A series of modules covering different aspects of social and life skills provide the basis for this input of knowledge. These modules interrelate and are designed to supplement the experiences of the youngsters as they occur in their early adult life. Emphasis is placed on flexibility and informality, and great care is taken not to remind the youngsters of earlier unsuccessful experiences of being a learner.

Job Application

A study of the local job situation and the factors involved in obtaining work

A study of the local press
A study of the Jobcentres, the services and positions advertised
A study of the careers offices
How to obtain information on jobs in other areas
Consideration of what would be involved in working in another area
The factors involved when choosing a job
Letters of application, application forms, the resume
Using the telephone
"Dropping in"
Interviews, including an analysis of such factors as speech, appearance and manner

The Young Employee

A study of the factors which concern a young person when he/she commences work

The first pay packet—how wages are worked out, how often paid
The payslip—what it shows and how to understand it
National Insurance—what deductions are made, what it pays for
Income Tax—rates of taxation, what it pays for, alternatives
Pensions—how much you pay and why
Analysis of a typical young person's monthly budget
Saving money—banking, building societies, life insurance, SAYE
Credit cards and HP
Discounts—how to work them out
Clocking on/off, timetables, the 24 hour clock
Weights and measures in the work situation
Trade Unions
The rights of the employee

Coping in Society

A series of discussion topics, preferably chosen by the students, which may include

Standards of living and values for life
Society and the individual
Violence and vandalism
The law and the rights of the individual
Race and colour
Sex and marriage
The value of music and art today
The local environment
Leisure
Public Services, what they offer, and how to use them

Health and Hygiene

A study of the factors influencing good health and appearance

Factors influencing good health—diet, sleep, exercise
The results of bad health habits—smoking, drinking, etc.
Personal hygiene
Sexually transmitted diseases
Nutrition
Comparison of traditional and convenience foods
The importance of poise and appearance
Looking after your clothes
Practical domestic tasks—ironing, sewing, washing etc.

Safety Procedures

A study of safety procedures and regulations governing the work and home environments

Safety procedures relating to premises
Fire regulations
Protective clothing
Simple First Aid
Health and safety regulations
Safe usage of tools and equipment
Cleaning materials—which to use

Leisure

A study of leisure activities and the problems brought about by the changing patterns of work

An analysis of the possibility of increased leisure time as a result of
—shorter working week
—micro processor/technological developments
—unemployment

A survey of leisure activities and leisure centres available locally. Use of these facilities. New sports and hobbies and recent leisure trends. Planning holidays in Britain and abroad.

Project Based Work Skills Training

Students would be given the opportunity to participate in project based work skills training for a total of one day each week. This training would be provided by integration into the normal day to day activities within the centre, and also through the organisation and operation of a college based factory unit.

Students would be given every chance to develop work skills in differing areas of vocational training. They would be continually supervised during this training and assessments would be made to monitor their progress and suitability for full time employment in the areas in which they work.

In setting up the projects several considerations were taken into account:

(i) the range of employment available in the local area

(ii) the level of skills required for entry into different areas of the job market

(iii) the importance of providing students with an awareness of the work involved in the development, production and marketing of goods and in the provision of a service.

The projects offered include:

Catering: Preparation and serving of food, simple appreciation of weight and measurement, setting out and cleaning tables, counter service of customers, appreciation of good practice and the importance of hygiene.

Gardening and Grounds Maintenance: Laying and maintenance of paths, tidying of car parking areas, maintenance of grass borders, soil preparation, production of flowers and vegetables from seeds and cuttings, erection, use and maintenance of greenhouse, construction of garden furniture.

Youth Information Service: Production and printing of information leaflets, interaction with members of the public, simple typing duties, filing, use of telephone, stationery storage, postal duties and use of simple duplicating machine.

Production Workshops: Appreciation of stores issue and stock control, simple machine operation techniques, measuring, filing, drilling, woodwork techniques, sewing machine skills, wiring assembly, manufacture of equipment for the handicapped, production of soft toys and furnishings, assembly of simple electronic equipment. Students will be involved in policy making, monitoring of production, general administration and advertising and sales.

Construction Trades: Painting and decorating, basic joinery, plastering, bricklaying, and general maintenance and repair work.

Sales and Distribution: Storage of goods, display and packaging of goods, sales and counter work in centre shop.

Residential Period

A residential period of seven days is seen as beneficial to each student's personal development. This period spent away from home possibly for the first time, combined with the experience of new leisure and cultural activities, and the completion of vocationally related tasks in a strange environment, will enable the learning of previous weeks to be used and consolidated.

The location for the residential will depend upon availability, ability to self cater, proximity to urban and rural areas, and the resources available in the locality. Subject to research being carried out prior to both courses beginning, this decision will be the responsibility

of the course tutors. Within guidelines laid down by the tutors, (with respect to resources available, time available for cultural/leisure activities and vocationally related tasks), the students will be asked to draw up their own work rotas and programme of activities as part of the learning process. In order that sufficient time can be allowed for this planning by the students, it is envisaged that the residential period will take place on or beyond week 9 of the courses.

The programme drawn up for the residential by the students would comprise:

(i) Introduction to the venue and its environment

(ii) Sharing of domestic tasks, co-operation with others

(iii) A survey of and the use of, various leisure facilities used by young people in that area

(iv) A study of the employment situation in the locality, visits to local factories

(v) Decision making exercises, designed to demand ingenuity, persistence, observation, the ability to co-operate and to assess the life and social skills learning already begun

(vi) Visits to a large city in the proximity in order to carry out activities such as shopping, use of public transport, asking directions, information seeking, etc.

(vii) Assessment of the course.

In addition to the above programme elements, it is felt that a social evening organised by the students and held at the end of the residential period, to which tutors, careers officers and MSC representatives are invited, will benefit everyone involved.

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Glossary of Acronyms and Abbreviations

It is difficult to write about further education and training without using acronyms. Some of the latter are indeed more familiar and recognisable in their abbreviated form. On the other hand, the use of abbreviated forms can block communication, if not actually lead to confusion. We do not however go along with the purists who would outlaw acronyms, and have used them throughout the text as appropriate. (It may be observed that we have refrained from inventing any new ones!) In case this leads to any uncertainty or confusion, we are appending the present explanatory list.

ACSTT	Advisory Committee on the Supply and Training of Teachers (now ACSET)
ACFHE/APTI	Association of Colleges for Further and Higher Education/Association of Principals in Technical Institutions
AEI	Adult Education Institute
ATC	Adult Training Centre
BEC	Business Education Council
CBI	Confederation of British Industries
CGLI	City and Guilds of London Institute
CI	Community Industry
CNAA	Council for National Academic Awards
CS	Community Service
CSE	Certificate of Secondary Education
DES	Department of Education and Science
DHSS	Department of Health and Social Security
DOE	Department of the Environment
DRO	Disablement Resettlements Officer
DTMHA	Diploma in the Training of Mentally Handicapped Adults
ERC	Employment Rehabilitation Centre
FEU	Further Education Curriculum Review and Development Unit
GCE	General Certificate of Education
HMI	Her Majesty's Inspectorate
ITU	Industrial Training Unit
LEA	Local Education Authority
MSC	Manpower Services Commission
NATFHE	National Association of Teachers in Further and Higher Education
NBHS	National Bureau for Handicapped Students
NFER	National Foundation for Educational Research in England and Wales
NTI	New Training Initiative
PBWE	Project Based Work Experience
RAC	Regional Advisory Council
RADAR	Royal Association for Disability and Rehabilitation
RNIB	Royal National Institute for the Blind
RNID	Royal National Institute for the Deaf
RSA	Royal Society of Arts
SCO	Specialist Careers Officer
SEC	Social Education Centre
SRC	Standard Rehabilitation Centre
STC	Short Training Course
TEC	Technician Education Council
TOPS	Training Opportunities Schemes
TSD	Training Services Division
TW	Training Workshop
UBI	Understanding British Industry
UVP	Unified Vocational Preparation
WEA	Workers' Educational Association
WEEP	Work Experience on Employers' Premises
WIC	Work Introduction Course
WOU	Work Orientation Unit
YOP	Youth Opportunities Programme
YPWPC	Young Persons' Work Preparation Course
YTS	Youth Training Scheme

Printed in England for Her Majesty's Stationery Office by Hobbs the Printers of Southampton (1919) Dd8264760 C60 1/83 G3927

FEU PUBLICATIONS

Stretching the system is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the Further Education Service.

Other FEU 'special needs' documents include:

Students with special needs in FE October 1981
A review of current and current and completed research relating to young people in the 14–19 age range with special educational needs

Making Progress? To be published Autumn 1982
A review of relevant literature and of current practice in the assessment of students in Further Education who have special educational needs, in particular those with moderate learning difficulties. The report also provides case-study examples of assessment practice and suggests guidelines for the development of assessment procedures related to the development of the curriculum.

Real relevant and rational (working title)
To be published Early 1983
A suggested curriculum framework for students with special learning needs, with a description of the process of curriculum design involved.

Teaching and learning strategies for FE Students with special needs
To be published Early 1983
Suggested guidelines for implementing the curriculum framework outlined in "Real, Relevant and Rational", concentrating on Coping, and drawing on current innovative practice in Colleges of Further Education and Training Workshops.

Copies of these documents (which are free of charge) are obtainable while stocks last from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ, Tel. No. 01-952 2366 Ext 503

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